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ABSTRACT

This master plan from the City College of San Francisco (CCSF), California, documents the first stage of the college's 5-year planning process. The report establishes 25 planning goals and 112 institutional objectives for 1994-1999, divided into the following 6 sections: educational needs and programs for the 21st Century; creating environments for student success; providing facilities and equipment for student success; enhancing the funding base; promoting college leadership; and implementing an effective budget and planning process. Also included in the plan are a history of CCSF, the college mission statement, and a statement of the values of the college community. Major trends and issues in the service area are discussed, followed by 24 data tables including these statistics: (1) age distribution of students and the San Francisco population; (2) ethnicity distribution of students and staff; (3) total San Francisco population; (4) credit and non-credit enrollment; (5) total fall enrollment; (6) California community college (CCC) participation rates; (7) age, gender, and ethnic distribution of CCSF students; (8) student objectives; (9) percentage distribution of household income levels; (10) primary language and household composition by percentage; (11) students with disabilities; and (12) CCC share of Proposition 98 and total enrollment. In addition, the plan provides an analysis of the implications of demographic data, labor market trends and implications, implications of labor trends for CCSF, and planning assumptions. (KP)

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ED 380 160

CITY COLLEGE OF SAN FRANCISCO

MASTER PLAN

- **Major Trends and Issues**
- **Planning Assumptions**
- **Goals and Objectives**

1994-1999

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JC 950 146

April 15, 1994

CITY COLLLEGE OF SAN FRANCISCO

MASTER PLAN
MAJOR TRENDS AND ISSUES
PLANNING ASSUMPTIONS
GOALS AND OBJECTIVES
1994 - 1999

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I. INTRODUCTION

This document marks the first stage of College's five year planning process. During the next six months, the College will produce strategic planning documents comprised of four major components:

*A plan for updating and modifying college education programs

*A facilities inventory and plan for the use of current facilities and the construction of new ones

*An inventory of instructional and non-instructional equipment and a plan for the orderly replacement of old equipment and the purchase of new equipment

*A comprehensive plan to utilize technology for instruction and college operations

This document establishes twenty five planning goals and 112 institutional objectives. They are divided into six sections:

1. Educational Needs and Programs for the Twenty-First Century
2. Creating Environments for Student Success
3. Providing Facilities and Equipment for Student Success
4. Enhancing the Funding Base
5. Promoting College Leadership
6. Implementing an Effective Budget and Planning Process

The foundation upon which these goals and objectives are built includes the history of the College, the College Mission statement and the shared values of the college community. In addition, the goals and objectives rest upon an analysis of the environment external to the institution--the demographics of the service area of the college and the labor market trends in the Bay Area region. These analyses of the external environment provide the basis for the planning assumptions presented in Section VII. The College goals and objectives arise from these assumptions.

To ensure that the goals and objectives are addressed and implemented, this workplan concludes with a Matrix of Accountability which establishes a framework for the continuous updating and review of the College's Goals and Objectives. The Goals and Objectives will be updated annually with reports to the College community about the status of each goal and objective. The goals and objectives and the action plans emanating from them, will be utilized by the College Budget and Planning system to allocate and reallocate resources on an annual and, eventually, a bi-annual basis.

This workproduct is the result of hundreds of hours of work by numerous faculty, staff, administrators and students at City College. The Master Plan Committee began its work in February, 1993, analyzing every report and study on City College conducted during the past three years. The Committee spent a great deal of time developing an analysis of the labor market and service area demographics in the Spring of 1993, and establishing and refining the final set of goals and objectives in Fall, 1993. Various drafts of the Plan were sent out for criticism and feedback to a wide variety of organizations and individuals in the CCSF community. The Committee appreciates the time and care that everyone has devoted to this project.

II. CITY COLLEGE OF SAN FRANCISCO MISSION STATEMENT

City College of San Francisco is committed to providing open access to postsecondary education with the highest standards for credit and noncredit instruction. Such access is available to all who can benefit from instruction through programs that:

* Provide life-long continuing and community education;
* Respond to the needs of people from diverse ethnic, cultural, economic and educational backgrounds, sexual orientations, and including students with disabilities;
* Are offered at convenient times and locations throughout San Francisco.
* Provide student assessment, counseling and advising; and
* Build self-esteem and encourage the exploration of additional educational opportunities.

To help students meet their educational and employment needs, the College offers the following:

* Associate degrees and certificate courses, transfer education to four-year colleges and universities, and vocational education;
* Training and retraining for new employment opportunities, especially in emerging fields; and
* English as a second language, remedial development, literacy development, adult high school education, and programs designed for the re-entry student.

Adopted by the Board of Trustees, July 26, 1992.

III. VALUES STATEMENTS

Within every community, common values provide the underlying assumptions upon which decisions for following old or pursuing new directions are made. What follows is a list of some common values shared by members of the City College of San Francisco community that helped shape these Goals and Objectives. The listing does not reflect any priority value. Each statement stands alone as equally important.

- The central function at City College is to facilitate student learning; all other activities are structured to support that function.
- City College seeks to provide the highest quality of instruction possible.
- Teaching is a science and an art to be nurtured and acclaimed.
- Academic freedom is to be staunchly defended; diversity in opinions is good; all parties to a debate are to be treated with respect.
- City College students can expect to acquire skills relevant and critical to success in meeting their educational goals.
- To promote the flow of students to sites best suited to their educational abilities and goals, City College seeks to develop seamless transfer relationships with secondary schools and with four-year colleges and universities.
- As a public community college, City College should keep financial barriers to students at a minimum.
- City College pursues diversity among students and staff that reflects the varied communities of San Francisco.
- Staff should be compensated fairly and at a level to support a decent standard of living.
- All persons affected by a decision should have the opportunity for input into that decision.
- The staff and board of City College are public servants entrusted by the citizens of San Francisco with the responsibility of providing for the adult educational needs of San Francisco.

IV. HISTORY OF CITY COLLEGE

City College of San Francisco was founded in 1935 during the Great Depression to meet San Franciscans' need for a school providing the first two years of college-level instruction, as well as vocational education. It was originally part of the San Francisco Unified School District.

Today, City College is a separate public educational institution, with its own governing board, serving over 66,000 credit and noncredit students each semester--nearly ten percent of the San Francisco population. In addition, City College also serves 3,000 students who are enrolled in community service, contract education, and international education. City College ranks as one of the largest community colleges in the nation with 32,000 students enrolled in credit and 34,000 in non-credit courses. Over 40% of these students describe themselves as Asian, 26% as White, 16% as Hispanic/Latino, 7% as African-American, and 5% as Native American or other, making City College one of the most racially and ethnically diverse colleges in the country.

The tremendous diversity of the City College also extends to students of various ages with a variety of educational backgrounds and objectives--from transfer to a four-year institution, through vocational training and certification, to basic skills classes, and instruction in English as a Second Language (ESL). The multiple instructional needs of these students, and the associated counseling and administrative services, are met through the efforts of a staff of roughly 750 full-time and 1,000 part-time faculty, 500 full- or part-time classified staff, and 39 administrators.

The College offers classes through eight separate campuses in San Francisco: Alemany, Castro-Valencia, Chinatown/North Beach, Downtown, John Adams, Mission/John O'Connell, Phelan, and Southeast.

Early Days

City College began instruction in August, 1935 as a part of the San Francisco school district in temporary facilities at the University of California Extension Division Building and Galileo High School. About 1,500 students attended in the first semester. Enrollment increased rapidly, and by 1939 classes were meeting in 22 locations spread throughout the city. To accommodate this growing enrollment and a projected increase in demand for the College's services, construction of the Phelan campus began on a 56-acre site in Balboa Park in south-central San Francisco, and the first classes were held there in 1940. Planned for an enrollment of 2,500, the Phelan campus had grown by 1947 to more than 5,500 students due to an influx of high school graduates and returning World War II veterans.

The College used funds from school-bond elections and state and federal grants to continue its building program. Additional buildings were constructed to accommodate increased enrollment resulting from foreign and domestic immigration to the Bay Area, as well as from the baby-boom generation. By 1970, the College had an enrollment each semester of over 15,000; today, more than 30,000 students are served on the Phelan campus, and another 45,000 attend the other campuses. Many of the people who live and work in the City and County of San Francisco--and throughout the Bay Area--are current or former students of City College.

Addition of Noncredit Adult Education to City College

City College was separated from the Unified School District as a result of the passage of new legislation, and on November 5, 1969 San Francisco's Board of Education approved the transfer of most programs and staff from the District's Adult and Occupational Education Division to City College. (The Western Association of Schools and Colleges had recommended the transfer when City College was reaccredited in 1970). The College and the adult education division became a new educational entity, the San Francisco Community College District.

Creating a Single Multi-Campus System

The College was comprised of two divisions during the period 1970 to 1990. The credit division, based at the Phelan campus, offered all college-credit courses. The noncredit division, located in the other seven centers, offered open-entry, open-exit, noncredit courses. The two divisions were merged in the 1991, resulting in the merger of many departments and ultimately the reorganization of virtually the entire college.

Recent Developments and Accomplishments

During the past few years, City College has had to adjust to major state funding constraints while continuing to accommodate increased student enrollments. Despite the vicissitudes of funding CCSF has been able to make significant strides toward meeting the needs to City College students. What follows is a brief summary of the accomplishments during the 1992/93 academic year. They fall under the six topical planning areas which are addressed later in this report.

1. **Educational Needs and Programs for the 21st Century**

The College undertook a second major re-organization which included the merger of Instruction and Student Services under a new administrative entity, the Office of the Provost. In addition, fourteen departments were merged into six new instructional units bringing the total of instructional departments to fifty four. The

fifty four departments were configured into seven "Schools," each with their own dean. The schools are:

*English as a Second Language/International Education
*Health and Physical Education
*Business and Career Development
*Science and Mathematics
*Behavioral and Social Sciences
*Liberal Arts
*Applied Sciences and Technology

The College is now a multi-campus system with expanded credit offerings on all eight campuses.

The College's faculty continued to break new ground by establishing a new program in Environmental Technology, and began the development of programs in Biotechnology and Community Health. Several special projects targeting underrepresented minority students were also expanded during the 1992/93 academic year. The establishment of a $50 per unit fee for students holding bachelor degrees resulted in new faculty efforts to preserve access for these students by designating some courses as community service rather than for college credit. Finally, the College's faculty, administration and staff completed a self study and wrote an accreditation draft which is to be completed during the 1993/94 academic year.

2. **Creating Environments for Student Success**

The College established a telephone registration system for the Spring, 1993 term to speed up the registration process for thousands of students. A course repeatability policy for college credit programs was also drafted with a final review scheduled for Fall, 1993.

3. **Providing Facilities and Equipment for Student Success**

The major event of the year was ground-breaking ceremonies for new library on the Phelan Campus. The library is due for completion in September, 1995. The College also completed a Five Year Construction Plan and sent it to the State Chancellor's Office. Preventive as well as emergency repairs and renovations continued to be completed during the 1992/93 academic year.

4. **Enhancing the Funding Base**

The Board of Trustees hired the K-H Consulting firm to do a comprehensive study of the College including recommendations on institutional reorganization, funding, economies and development of new programs. K-H forwarded over 100 recommendations to the Board. In the wake of the K-H report, the College took the following the steps: created the position of Chief Operating Officer to ensure

fiscal stability; downsized administration by 11%; implemented a new organizational structure (see Section I); established a minimum class size of 20 instead of 15; reorganized custodial and public safety operations to maximize savings; reduced garbage disposal and phone costs; established a 3.5% reserve for 1993/94; implemented college-wide reductions through early retirements of full time faculty, administrative reductions, defunded vacant classified and faculty positions, established school term only positions for many classified staff, and eliminated 28 classified positions.

The citizenry of San Francisco demonstrated their support for the College by overwhelmingly passing Proposition A by 74% ensuring new permanent revenues totaling approximately $5 million for 1993/94 and $7 million thereafter.

The College also established a grant writing operations office in the Office of Institutional Development and a new grants resource center in Conlan Hall.

5. **Promoting College Leadership**

A new shared governance system was developed by faculty, administration, students and staff and established by the Board in September, 1993. The new system provides for a budget and planning system with full participation of all segments of the college community. It also ensures that all sectors of the college will have a voice in policy issues which directly affect them.

6. **Implementing Effective Budget and Planning Process**

Some key steps were taken in 1992/93 to address the coordination of budgeting and planning in the College. They include the establishment of an Office to coordinate all institutional development, research and planning; the creation of shared governance committees on master planning and vocational master planning; the acquisition of new computer system and information network for the College; an improved reporting system to estimate hourly instructional expenditures; purchase of human resources and financial accounting software; an interim user friendly departmental purchasing tracking system; an information system to report accumulated payroll data and projected payroll costs for full time staff; and the reorganization of the College's human resources operation.

V. MAJOR TRENDS AND ISSUES IN SERVICE AREA OF CITY COLLEGE OF SAN FRANCISCO

Four major trends define strategic planning assumptions for City College in the 1990s. They can be summarized as follows:

1. **Student enrollments will remain static or, at best, increase slightly in the 1990s.**

During the next ten years the State of California expects a dramatic increase in student enrollments at the community colleges totaling more than 200,000. San Francisco, however, will not experience the same enrollment phenonmenon because of constraints on physical growth within the city and county of San Francisco, and the loss of two federal facilities--the Presidio and Treasure Island. Some enrollment growth may occur as a result of the economic restructuring now underway in the region.

2. **Student characteristics in the nineties will remain the same as they were in the eighties.**

Comparisons of demographic data and educational objectives from 1984 to 1993 for age, ethnicity, and gender shows that the demographic characteristics of students remain basically the same. Demographic projections suggest that this trend will continue into the 1990s.

3. **Student needs for support services and enhanced instructional opportunities will continue to grow in the 1990s.**

While basic demographic characteristics of the City College student population have not dramatically changed during the past ten years, student needs have. There is a growing need for more student services and innovative teaching strategies to promote increased persistence and student success.

4. **State resources to support instructional and support services will continue to be limited.**

Economic projections for the Bay Area and the State suggest that the current recession is forcing a major economic restructuring in the California economy with little hope for economic prosperity in the next three to five years. Sluggish economic activity translates to limited state revenues and resources for education.

City College's strategic planning process must develop a realistic and creative response to these developments during the

next five years, and ultimately the next decade.

This section discusses these four trends in the context of the population and demographic characteristics of the City and County of San Francisco, and enumerates some of the implications for strategic planning at City College. The next section discusses labor market trends in the region and their implications for education and training at the College.

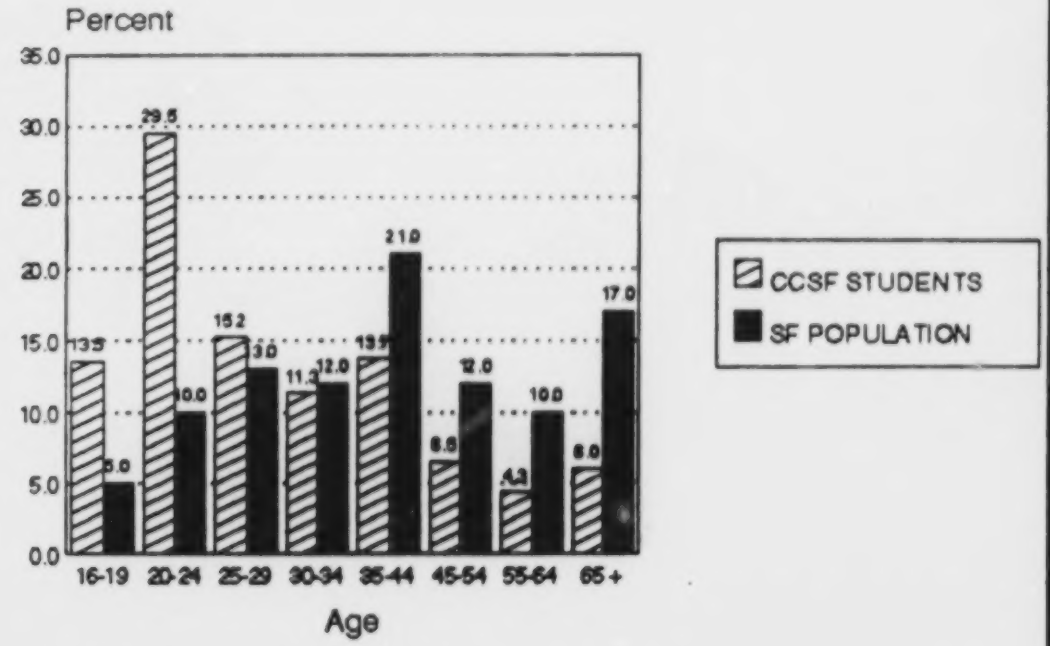
City College as a Microcosm of San Francisco

The college district served by City College of San Francisco is coterminous with the City and County of San Francisco. Over 80% of the College's students come from San Francisco, and reflect its multinational, multiethnic, and culturally diverse character.

Age Distribution. There is a wide variety of people of all ages attending the College; the traditional college-going age group (16 to 24) is most strongly represented, especially in credit courses. The average age of a City College student, however, is 27. City College may see more enrollments from the 35 to 44 age group during the next five to ten years, as this population seeks new careers, new job skills and more enrichment activities.

FIGURE 1

Age Distribution of City College Students and San Francisco Population
By Percentage for Age 16 and up



SOURCE: CCSF SIQ, 1993. U.S. Census, 1990.

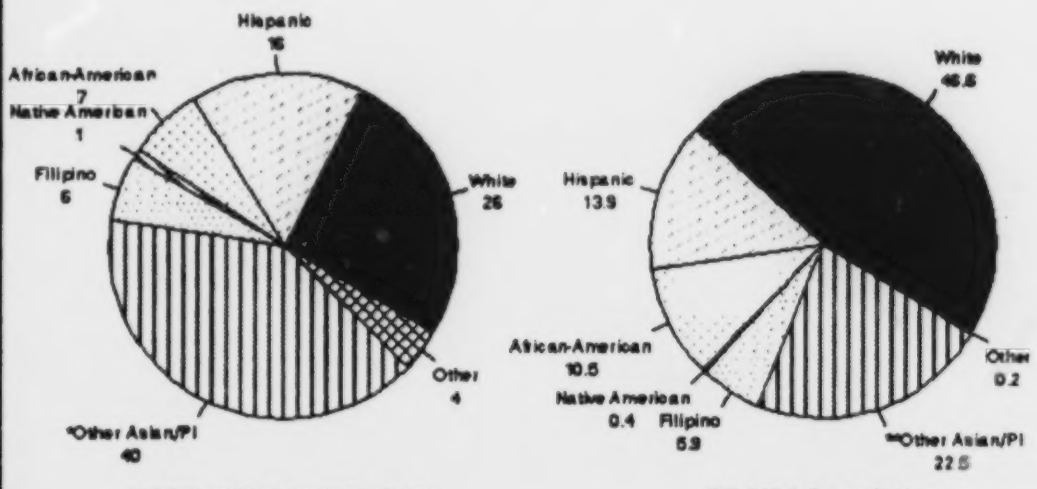
Gender. While the population of San Francisco is almost equally divided between men and women, the City College student body has considerably more women (57%) than men (43%).

Sexual Orientation. Measured by responses to the most recent student information questionnaire, gay men, lesbians, and bisexuals account for roughly 9% of the City College student body. Similarly, gay men, lesbians and bisexuals comprise _____ of San Francisco's total population.

Ethnicity. San Francisco's population continues to be among the most ethnically and culturally diverse in the nation. During the 1980s, a new wave of immigration from the Pacific Rim and Latin America added new populations to the City. Such demographic changes have been reflected to an even greater extent at City College, as illustrated in Figure 2 on the next page.

FIGURE 2

Ethnicity Distribution of City College Students and San Francisco Population
CCSF 1993 Percentages compared to SF 1990 Percentages



CCSF 1993 Student Body

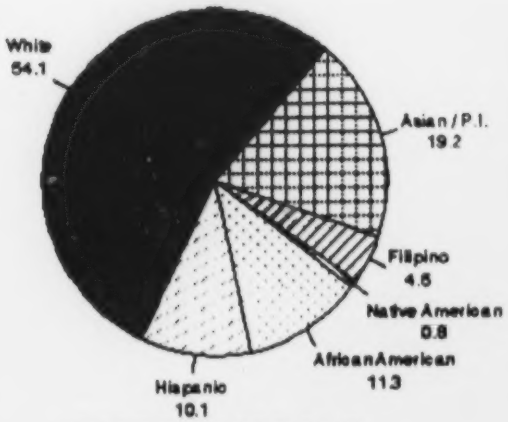
SF 1990 Population

SOURCE: CCSF SIQ, 1993. EDD Annual Planning Information, 1992.
*33.1% Chinese, 1.5% Japanese, 6.1% SE Asian, 2.0% other Asian/PI
**17.6% Chinese, 1.7% Japanese, 2.6% SE Asian, 0.6% other Asian/PI

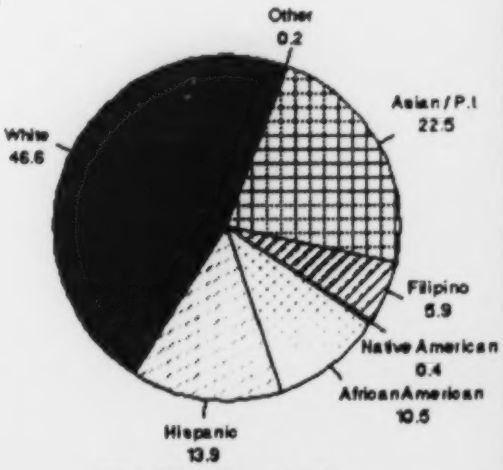
CCSF Faculty and Staff. The ethnic diversity of San Francisco's population is also reflected in the faculty and staff at City College. The percentage distribution by ethnicity between CCSF and the City of San Francisco is fairly close (Figure 3, next page). There is still a major difference between the ethnic composition of the student body and the CCSF staff (Figure 4), a difference which can be addressed during this decade as College faculty and staff retire. The College continues to be committed to improving the recruitment and hiring of faculty and staff with diverse ethnic and cultural backgrounds to better serve City College's student population.

FIGURE 3

Ethnicity Distribution of City College Staff and San Francisco Population
CCSF 1992 Percentages compared to SF 1990 Percentages



CCSF Fall 1992 Staff

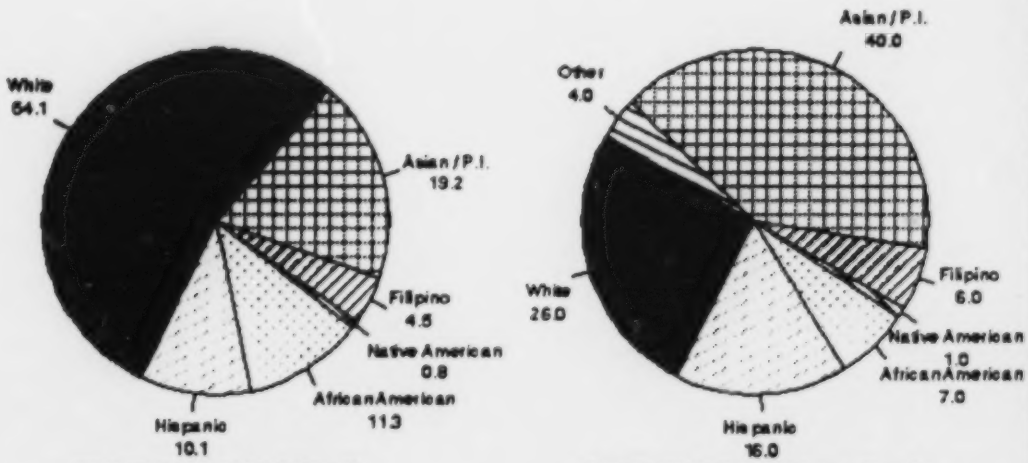


SF 1990 Population

SOURCE: CCSF Human Resources Office; EDD Annual Planning Information, 1992

FIGURE 4

Ethnicity Distribution of CCSF Staff and CCSF Student Body
CCSF Staff 1992 Percentages compared to CCSF Student 1993 Percentages



CCSF Fall 1992 Staff

CCSF 1993 Student Body

SOURCE: CCSF SIQ, 1993; CCSF Human Resources Office

Trend #1: Student enrollments will remain static or, at best, increase slightly in the 1990s.

During the past decade, City College student enrollments declined in the mid-1980s and then increased by 1990. Some of the increase was due to population growth in the latter end of the decade. Current projections are for an increase of nearly 6% (from 724,000 to 766,000 residents) between 1990 and 2000, but the San Francisco Unified School District indicates that high school graduation rates will probably not increase during this decade. Enrollments may increase as a result of workforce needs for retraining and new careers.

There are, however, mitigating circumstances which could reduce the rate of enrollment increase. These circumstances include a reduction in the number of immigrants and increasing student fees.

Current patterns of net domestic and foreign migration to California are projected to slow down in the 1990s. The state

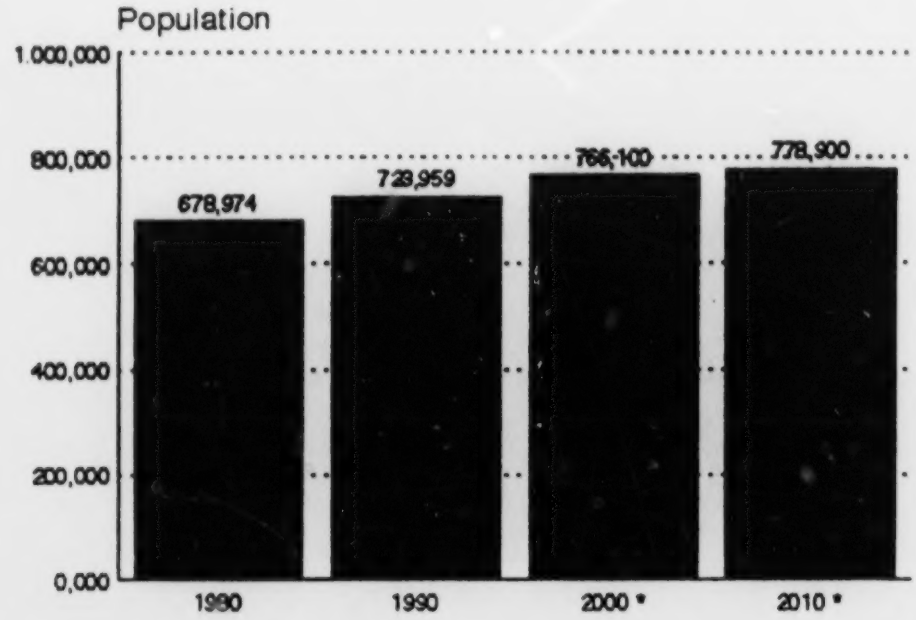
already is experiencing a growing net domestic outmigration due to regional overcrowding, high housing costs, economic recession, and job loss due to industrial restructuring. Recent immigration legislation may serve to slow the growth of in-migration from other countries.

Most of the projected growth in San Francisco's population over the next two decades (more than 93% of it) is expected to come from new births. The critical factor influencing this expansion is what the Association of Bay Area Governments (ABAG) calls "racial and cultural changes," that is, higher fertility rates among certain ethnic groups. (ABAG, 1992) Thus, the racial and ethnic diversity of City College--like that of San Francisco and the Bay area as a whole--is expected to increase in the years ahead.

These conflicting trends suggest that at best, the College can expect a slight increase in student enrollments (Figure 5, next page).

FIGURE 5

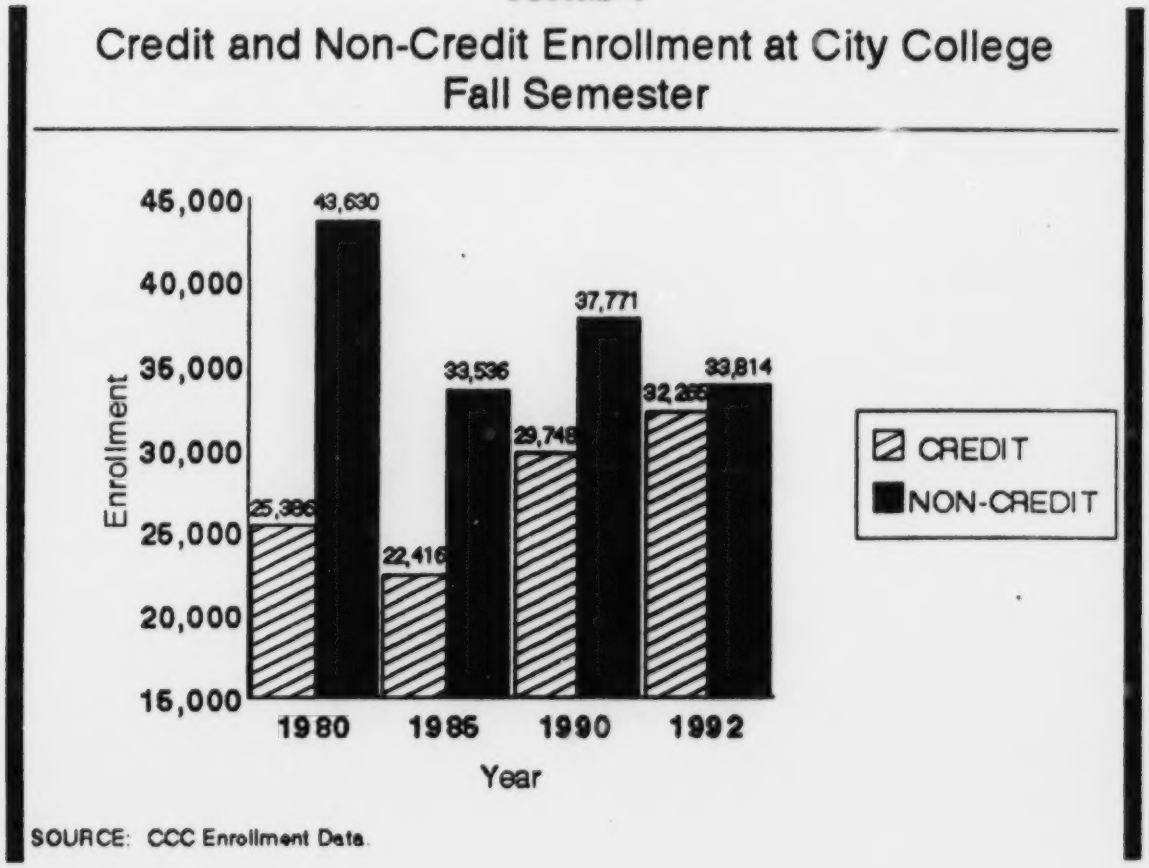
Total San Francisco Population



SOURCE: Projections 1992; Recession Update, December, 1992.
* Projected population

City College Enrollments. City College credit enrollments increased by 27% from 1980 to 1992, while non-credit enrollments fell by 22% (Figure 6). A 1990 study of CCSF by the Strategic Planning Associates indicates that City College has one of the highest participation rates of students attending a community college in the nation (Figure 7, next page).

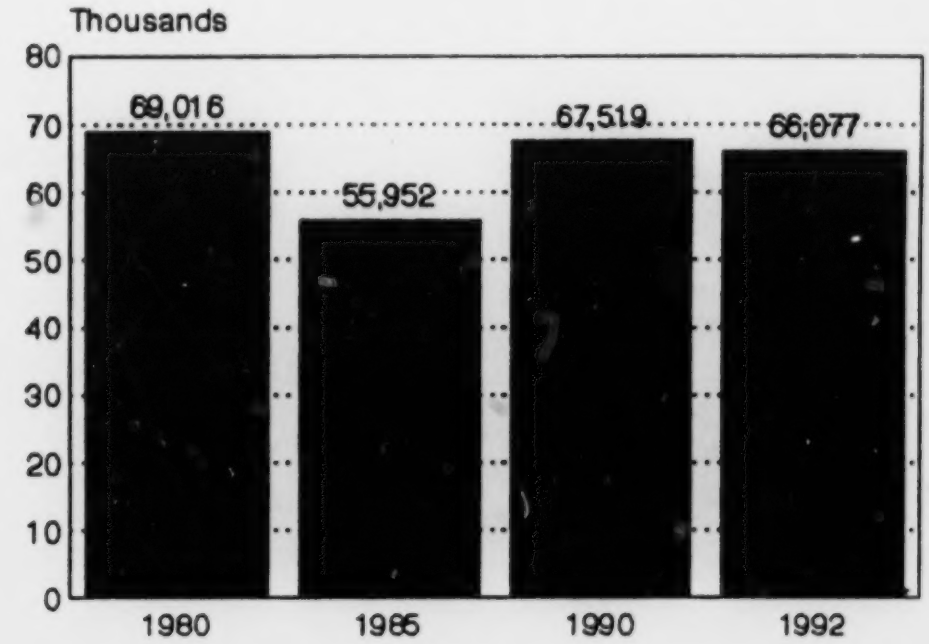
FIGURE 6



SOURCE: CCC Enrollment Data.

FIGURE 7

Total Fall Student Enrollment at City College



SOURCE: Annual Fiscal Abstracts, CCC.

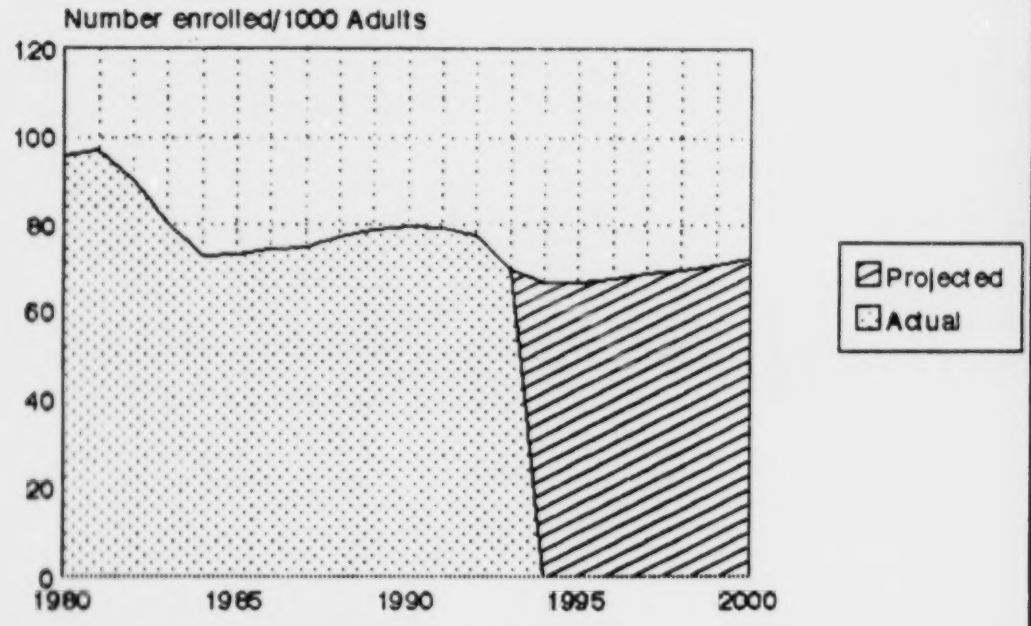
Statewide enrollments. After peaking in 1975 and 1981, participation of adult Californians at the state's community colleges dropped to a 15-year low in 1985. Since then, it has increased and expected demand is projected to be at an all-time high by the year 2000.

A strong demand for community colleges is expected in this decade because of a slow economic recovery with many unemployed adults seeking retraining and continued immigration. The Western Interstate Commission on Higher Education (WICHE) projects that high school graduation rates will dramatically increase in this decade. Community colleges are expected to enroll an increasingly larger share of these graduates (Figures 8 and 9, next pages).

FIGURE 8

California Community Colleges Participation Rates

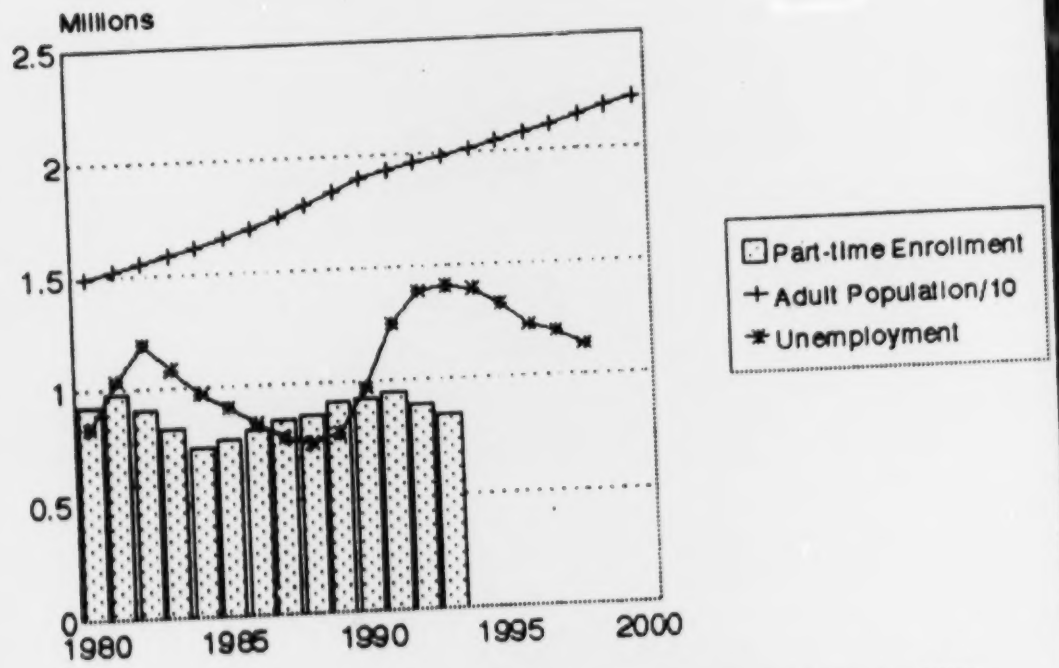
Enrollments Per 1,000 Adult Population



SOURCE: CCC Enrollment and WSCH Forecast, State Chancellor's Office, December 1993.

FIGURE 9

California Community Colleges Part-time Enrollment, Unemployment and Adult Population



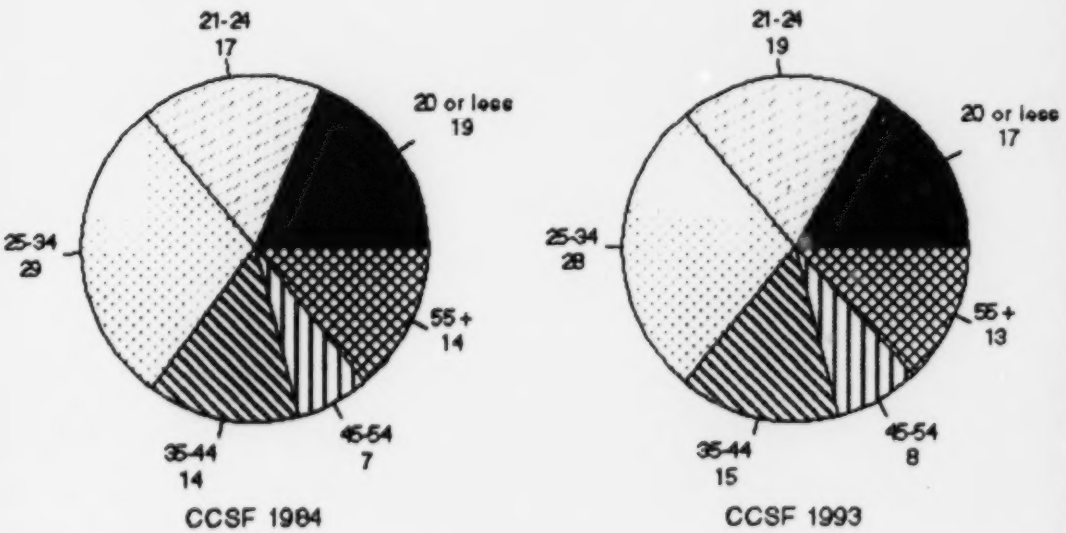
SOURCE: CCC Enrollment and WSCH Forecast, State Chancellor's Office, December 1993.

Trend #2: Student characteristics in the 1990s will remain the same as they were in the 1980s.

The general age and gender characteristics of the City College student population did not change dramatically during the past ten years (Figures 10 and 11).

FIGURE 10

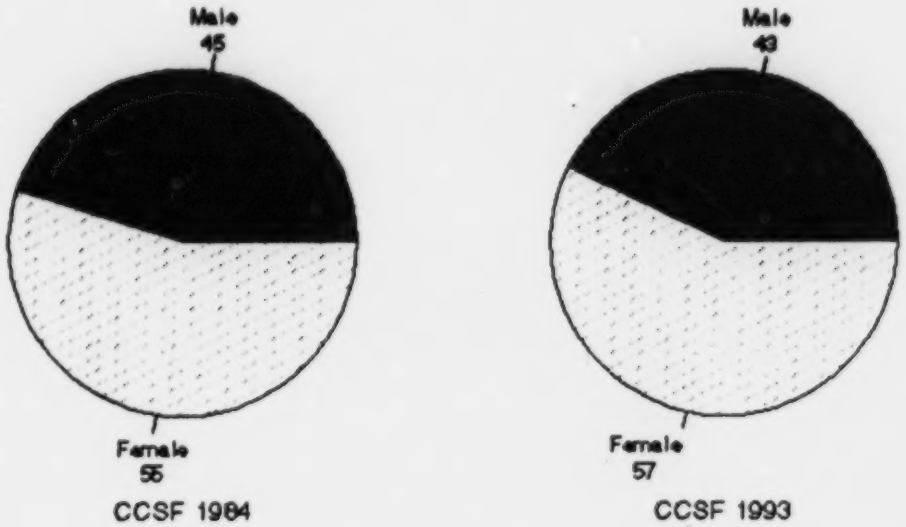
Age Distribution of City College Students
All Students: 1984 Percentages compared to 1993 Percentages



SOURCE: CCSF SIQ, 1984 and 1993.

FIGURE 11

Gender Distribution of City College Students
All Students: 1984 Percentages compared to 1993 Percentages

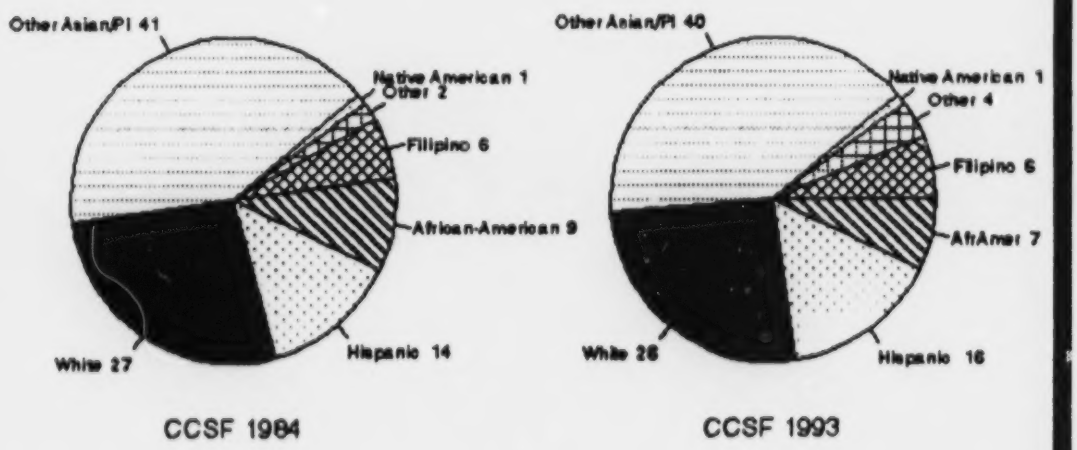


SOURCE: CCSF SIQ, 1984 and 1993.

Ethnic diversity among the student population remained virtually the same during the last ten years (Figure 12).

FIGURE 12

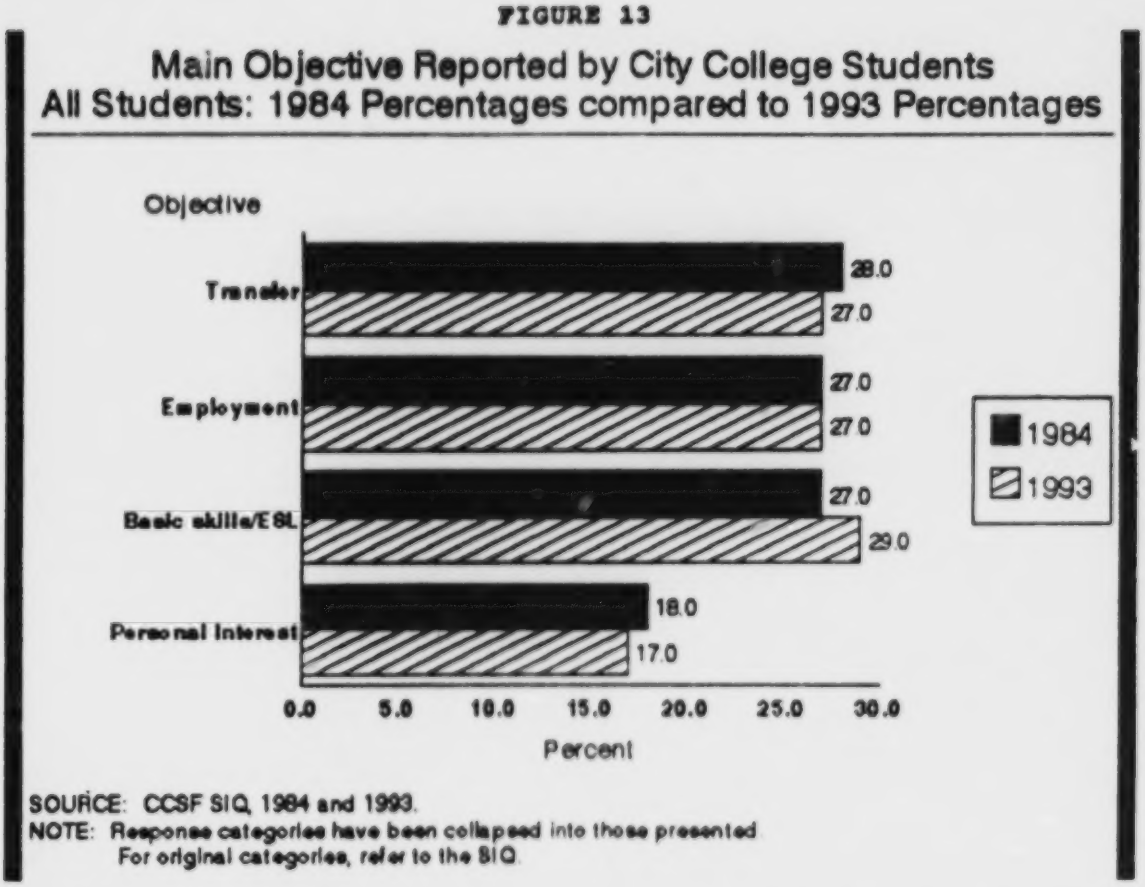
Ethnicity Distribution of City College Students
All Students: 1984 Percentages compared to 1993 Percentages



SOURCE: CCSF SIQ, 1984 and 1993.

The self-reported educational objectives of students also remained consistent over the ten year period. Student interest in the transfer function, workplace skills, personal enrichment and ESL/basic skills all continue to be the predominant reasons for attending City College (Figure 13, next page).

FIGURE 13



SOURCE: CCSF SIQ, 1984 and 1993.
NOTE: Response categories have been collapsed into those presented. For original categories, refer to the SIQ.

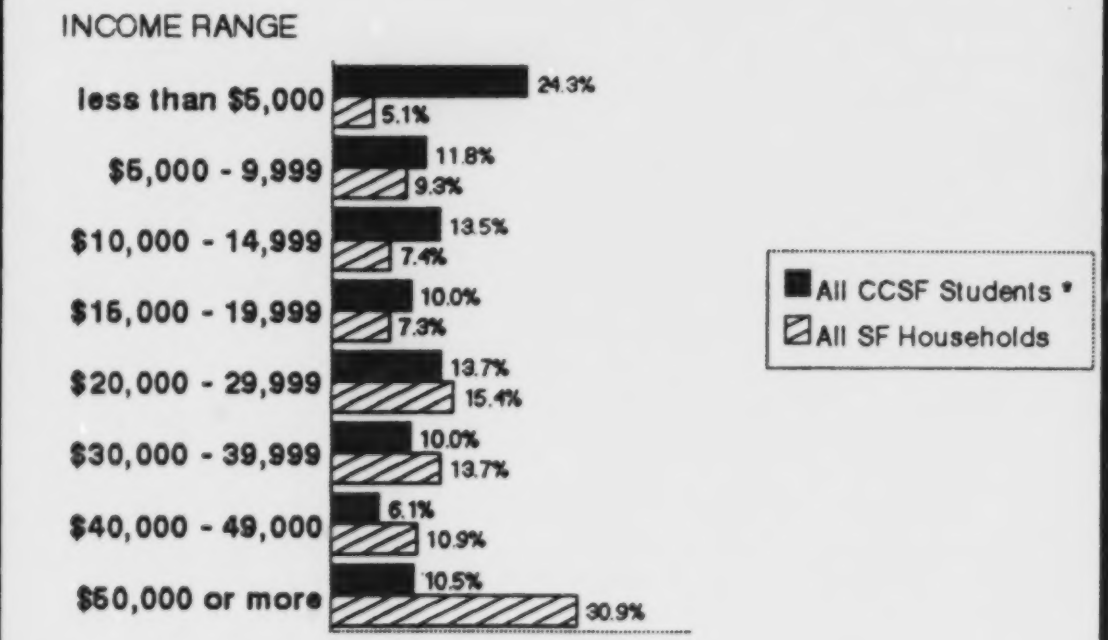
Trend #3: Student needs for support services and enhanced instructional opportunities will continue to grow in the 1990s.

An analysis of the student population of City College reveals that a significant number of students will need a great deal of support to achieve their educational objectives. Furthermore, additional instructional initiatives will be needed if the College is to promote higher levels of student success in terms of transfer to four year institutions and transitions to high skill positions in the workplace.

Income Level and Economic Disadvantage. The median household income of City College students is well below that for San Francisco households as a whole, and a large number of students come from situations of economic hardship (Figure 14, next page).

FIGURE 14

Percentage Distribution of Household Annual Income levels



SOURCE: U.S. Census, 1990. CCSF SIQ, 1993.
*Due to the approximate nature of rounding, the total is 99.9%.

Almost one-quarter of all City College students come from households with an annual income under $5,000--five times the proportion for all San Francisco households. Overall, more than three-quarters of the City College student body have annual household incomes below the San Francisco median of $33,414.

Students who report having trouble finishing their course work most often cite financial pressures as the greatest obstacle. Low fees are an important factor for many of the College's students, nearly one-third of whom state that affordability was their main reason for choosing City College. (SIQ, 1993) Significant fee increases might present a considerable barrier, both practically and psychologically, to many of the College's current students.

Among all Bay Area counties, San Francisco has the highest percentage of residents classified by federal guidelines as economically disadvantaged (22%), living below the national poverty line (13%), and receiving public assistance (13%). (ABAG, 1992) Future students at City College will continue to require an array of services to help them cope with financial hardship as

they pursue their educational and employment objectives.

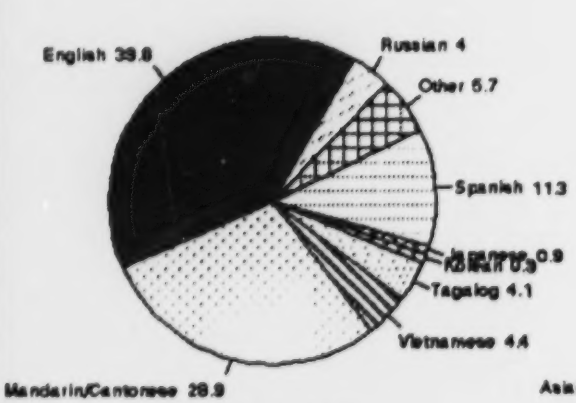
Employment Status. Many City College students work at full- or part-time jobs while enrolled at the College. Nearly one in four students in the Spring 1993 semester report holding a regular full-time job; another one in four holds a regular part-time job. The percentages among students in credit classes is even higher.

Immigration and Linguistic Diversity. West Coast cities, Los Angeles and San Francisco in particular, are the major entryways for thousands of immigrants to the United States. The flow of immigrants and refugees from other countries, which began in the 1980s, is greater now than at any other time since the turn of the century. Recent developments in the former Soviet Union have brought an influx of persons from those regions to San Francisco as well.

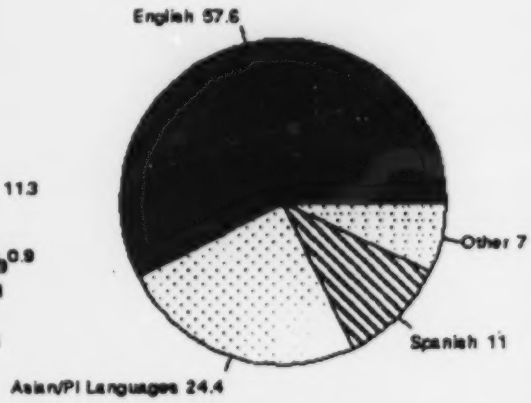
According to 1990 U.S. Census figures, over one-third (36.8%) of all San Franciscans are foreign-born, and as the following figures illustrate, many speak a language other than English at home. These trends are especially apparent at City College, which in recent years has had to meet a growing demand for services such as English as a Second Language, basic skills education, and vocational education to help assimilate these new San Franciscans into American society (Figures 15 and 16, next pages).

FIGURE 15

Languages Spoken at Home/Primary Language By Percentage



CCSF Students

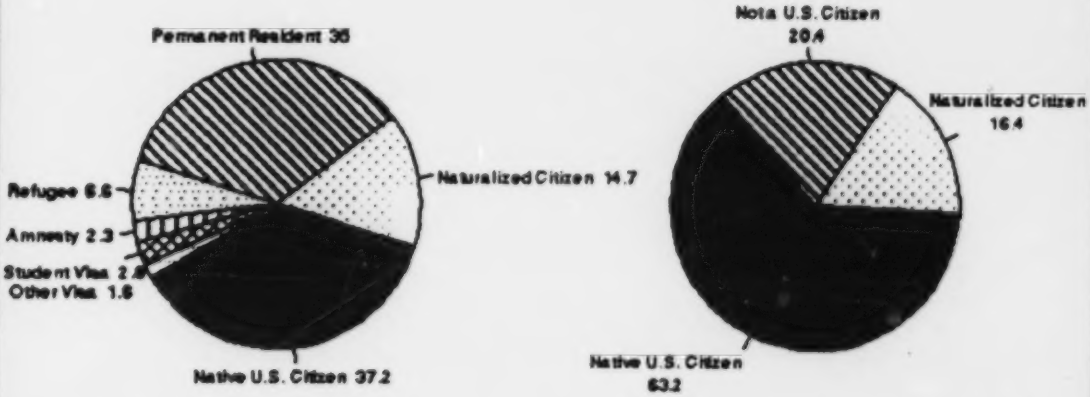


San Franciscans Age 5+

SOURCE: U.S Census, 1990. CCSF SIQ, 1993.

FIGURE 16

Residency/Citizenship Distibution
CCSF 1993 Student Percentages compared to SF 1990 Population Percentages



All CCSF Students

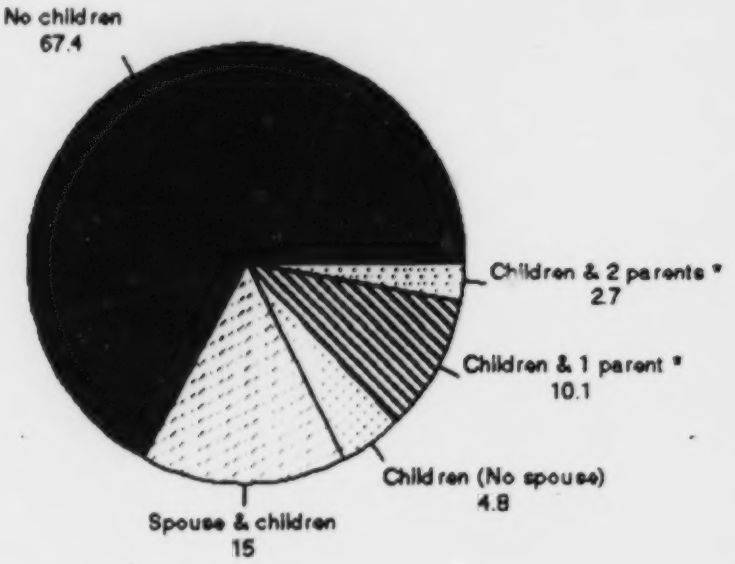
San Franciscans Age 18+

SOURCE: U.S. Census, 1990. CCSF SIQ, 1993.

Household Composition. Nearly one-third (32.6%) of all City College students have children living at home. As the following graph illustrates, some are single parents, others live with their spouse and children, others live at home with their own parents.

FIGURE 17

Household Composition for All City College Students By Percentage

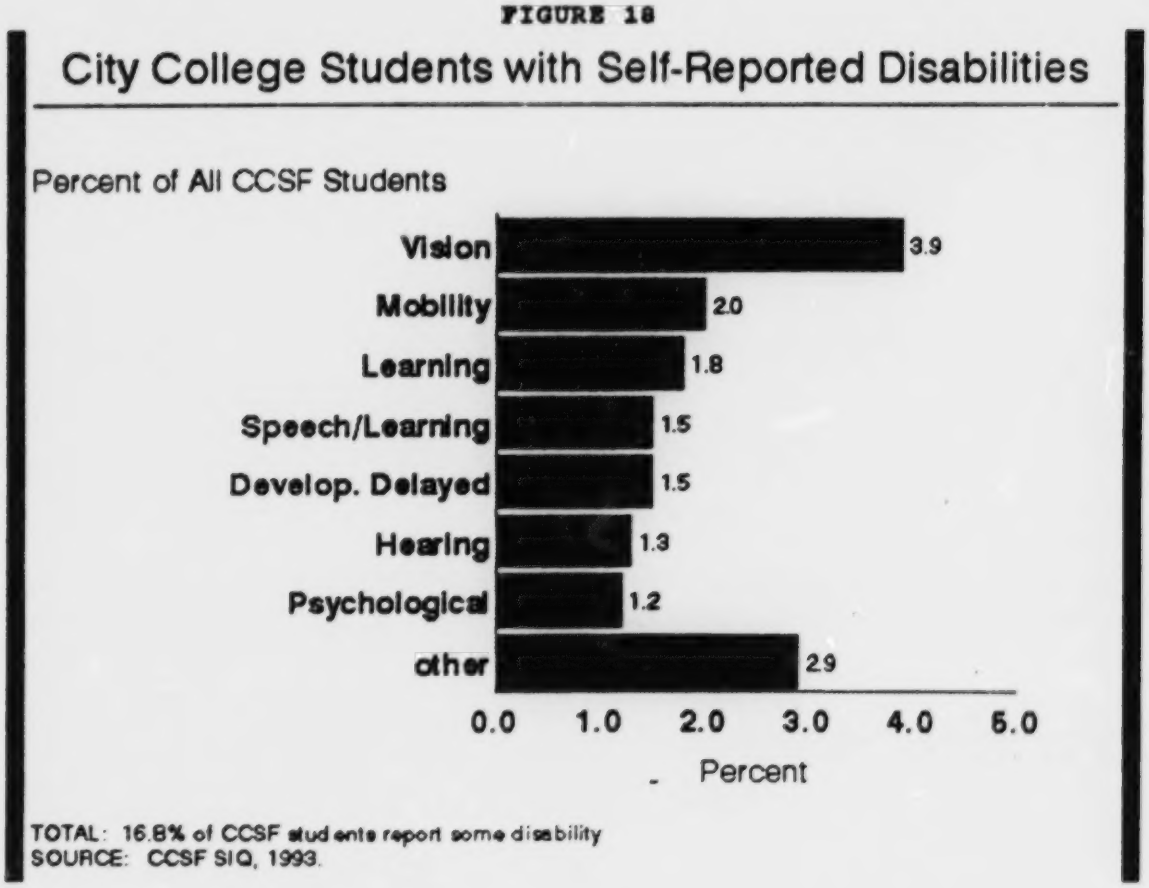


SOURCE: CCSF SIQ, 1993

* "Parent" refers to the student's parent, not the children's parent.

Physical Disadvantage. San Francisco is widely recognized for its policies promoting access and accommodation for persons with limited mobility and other physical limitations. Roughly one in nine (11.4%) of all San Franciscans between the ages of 16 and 64 report some kind of work disability, self-care- or mobility limitation. (U.S. Census 1990) At City College, an even higher proportion of students, roughly one in six, report some form of disability, as shown in the chart below. Providing the necessary services to help these students succeed is an important part of the College's commitment to equal access.

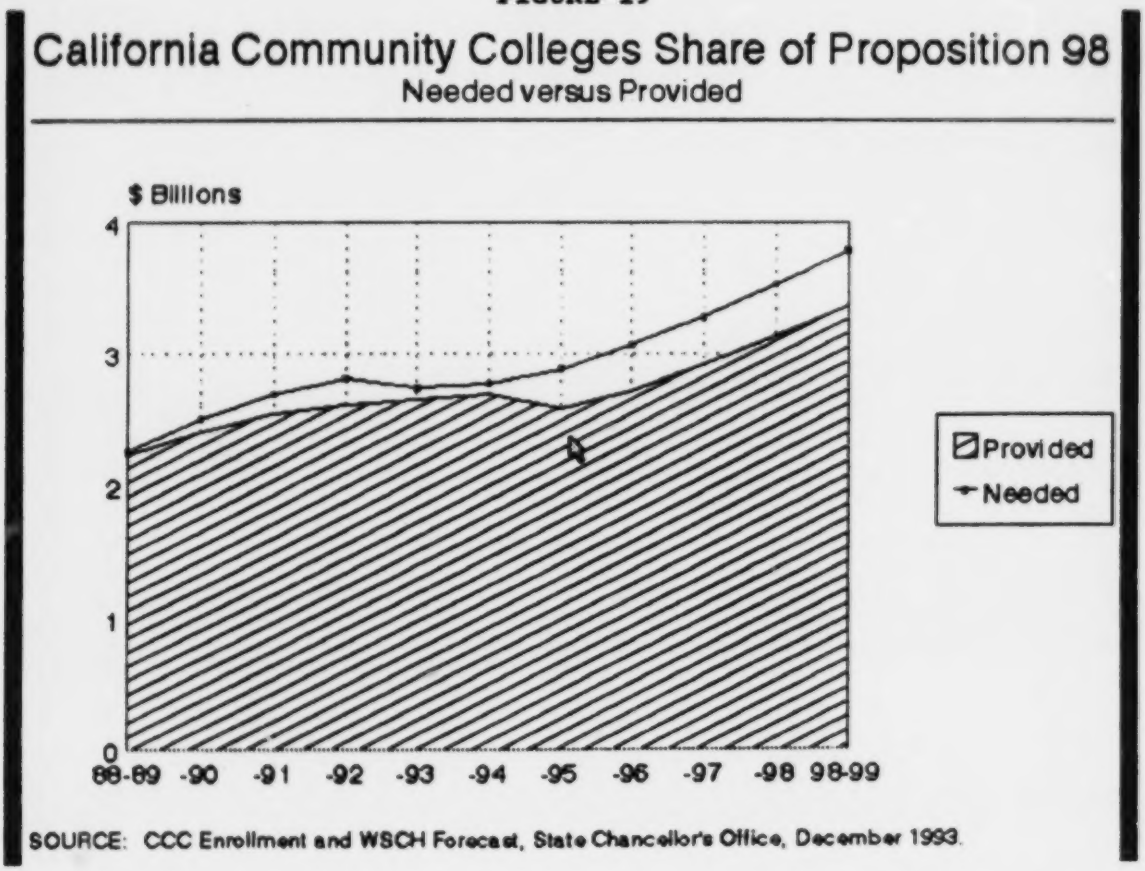
FIGURE 18



Trend #4: State resources to support instructional and support services will continue to be limited throughout the decade.

The State Chancellor's Office projects revenues from Proposition 98 to increase at about 8% annually over the next five years. Community colleges would receive 10% of this increase or .8% per year.

FIGURE 19

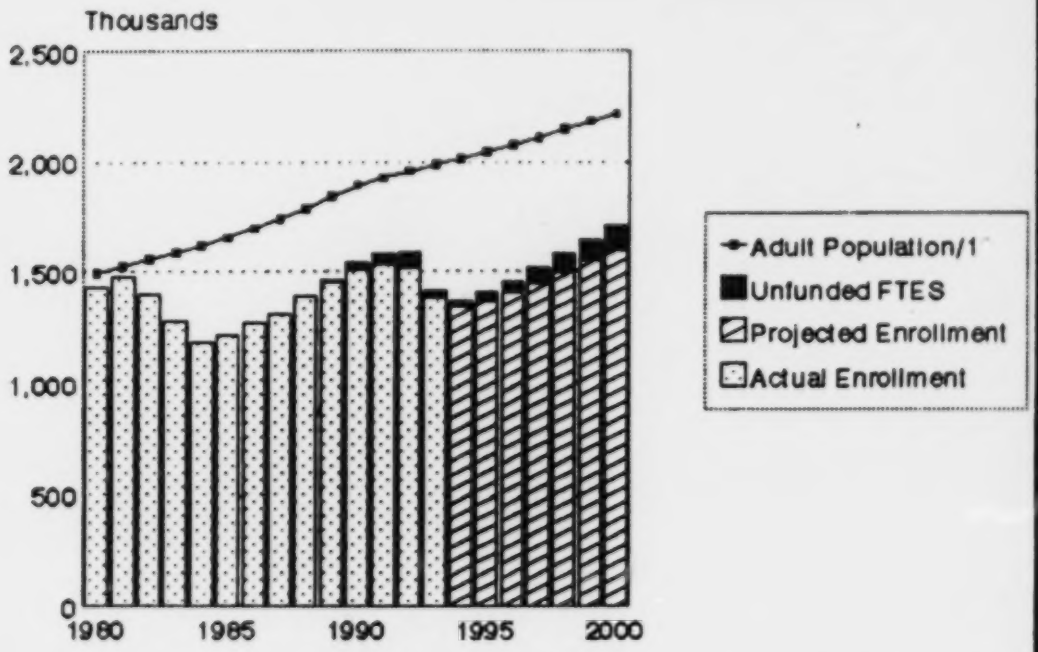


SOURCE: CCC Enrollment and WSCH Forecast, State Chancellor's Office, December 1993.

Projected Proposition 98 funding will not enable the state's community colleges to handle all of the potential enrollment demand, a growth rate far over the enrollment cap. The State Chancellor's Office projects over 200,000 unfunded students by the 1996.

FIGURE 20

California Community Colleges Total Enrollment



SOURCE: CCC Enrollment and WSCH Forecast, State Chancellor's Office, December 1993.

Implications of Demographic Data for Future City College Services

The data presented above suggest that in the years ahead a wide variety of San Franciscans will need City College services:

- Young adults, re-entry women and other non-traditional college students, will enroll in City College seeking transfer to four-year institutions or career preparation.
- San Franciscans displaced by economic recession or industrial restructuring will come for further education and practical training in the technologies of the future.
- Recent immigrants will require instructional services--including English as a Second Language, transfer and career preparation programs, and citizenship courses--to help them fully participate in American society.
- Adult San Franciscans who lack a high school diploma will continue to seek basic education, certification, and/or a GED/equivalency degree.
- San Franciscans at a variety of career stages will turn to City College for high-quality, affordable courses to develop new job skills, change occupations, learn life skills, and broaden their intellectual horizons.

City College is committed to meeting these multiple educational needs of the people of San Francisco.

VI. LABOR MARKET TRENDS AND IMPLICATIONS FOR CCSF PROGRAMS

California is currently experiencing one of its worst economic downturns since the Great Depression. Although cyclical economic slowdown partially accounts for the current recession, much of the dramatic dislocation now occurring is due to rapid technological change and increased competition within the emerging global economy. These forces are causing widespread layoffs and restructuring within many established industries, even as they create new industries and new opportunities in the high-skill occupations of the future. The immediate and long-term impacts of reduced military spending, the North American Free Trade Agreement (NAFTA), and proposed health care legislation are more uncertain, but will, most likely, impact the Bay Area economy.

Shifts in the distribution of employment opportunities within the Bay Area hold important implications for the College as it prepares first-time students and retrains displaced workers for future job markets. In its efforts to forge partnerships with the future employers of its graduates, the College must consider not only the content of its programs, but also geographic scope. The College will be serving students from its traditional service area, but it will be educating them for employment throughout the region.

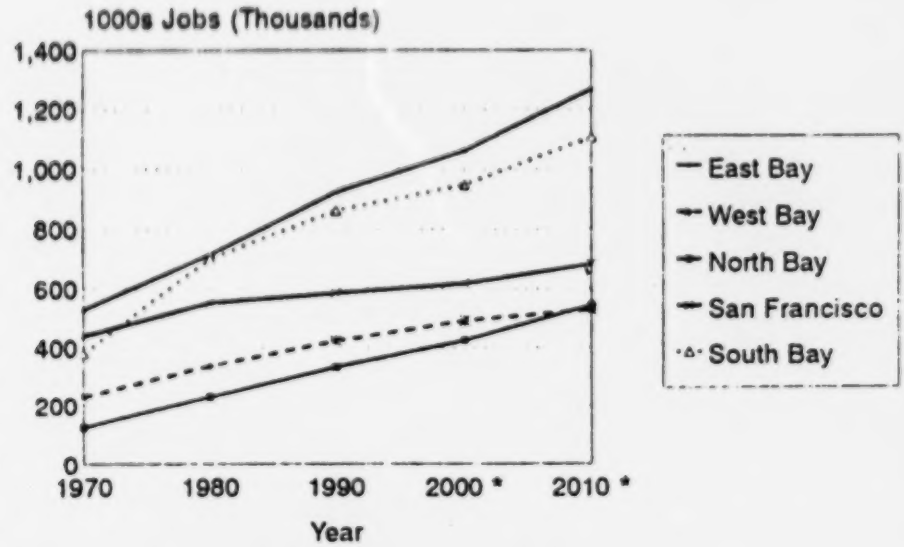
Which industries and which regions will experience the greatest job growth in the coming years? What are so-called high-skill occupations of the future? And what are the skills which City College graduates must possess to compete for such jobs? These are among the difficult questions the College must address in charting its Master Plan.

Regional Employment Growth. Past job growth figures and future projections for the San Francisco Bay Area indicate important trends taking place in the region.

The high job growth rates of the 1970s and 1980s are projected to slow in some Bay Area counties in the 1990s; San Francisco County job growth is expected to be lowest among all Bay Area counties. A critical implication of this trend is that City College must consider education and training programs for a regional labor market rather than a local one. CCSF programs must be linked to regional economic trends.

FIGURE 1

Past and Projected Employment Growth in San Francisco Bay Area



SOURCE: Adapted from ABAG Projections '92 and Recession Update.
U.S. Census, 1990.
* Projected employment growth

Industry Sector Job Growth. Long-term trends projected for various sectors of the Bay Area economy provide a broad-brush perspective on where regional job growth is likely to occur. As the following figures show (see Table 1), extremely rapid growth is forecast for business services. Strong growth, especially in the longer term, is also anticipated in high-tech manufacturing. Wholesale and retail trade also expect to see solid growth in the decades ahead, as does the transportation, communications, and utilities sector. These projections confirm the broad effects of rapid technological change, the growing global economy, and corporate restructuring on the future labor market.

TABLE 1

Projected Employment By Industry
San Francisco Bay Area

(Each unit equals 1000)

INDUSTRY	TIME PERIOD			% CHANGE	
	1990	2000	2010	1990-2000	2000-2010
Agriculture/Mining	35	34	32	-2.9	-5.9
Construction	168	193	210	14.9	8.8
High Tech Manufacturing	270	299	369	10.7	23.4
Other Manufacturing	234	246	264	5.1	7.3
Transport., Commun., Util.	191	225	260	17.8	15.6
Wholesale Trade	191	219	254	14.7	16.0
Retail Trade	523	577	688	10.3	19.2
Fin., Insur., Real Est.	232	246	260	6.0	5.7
Business Services	351	472	636	34.4	34.7
Other Services	660	762	876	15.5	15.0
Government	259	267	278	3.1	4.1

Source: Adapted from: ABAG. *Projections '92, Recession Update*.

Similar developments are forecast in the mid-term for San Francisco County in particular, where retail trade and services are expected to account for nearly all payroll gains in the period from 1990 to 1997. (EDD, p. 7) Yet, it is important to note that some sectors such as finance, insurance, and real estate, remain heavily concentrated in San Francisco County and will still account for a significant proportion of future jobs in absolute terms. The same is true for certain sectors such as restaurant and hotel employment. In 1990, some 33,000 restaurant jobs existed in San Francisco, accounting for 35% of all retail employment (up from 28% in 1972). Similar growth occurred in hotel employment. Both of these reflect the City's continued standing as a world-class mecca for tourism. Similarly, selected industrial activities such as apparel, printing, publishing, and construction have shown encouraging gains in recent years, despite the overall decline in industrial employment, and account for a large proportion of total manufacturing value added. (San Francisco Department of City Planning, 1992)

Growth of Occupational Groups. Occupational groups offer another useful level of analysis in predicting future labor market trends. As the following table shows, the greatest group gains over the next few years are expected in professional, paraprofessional, technical, service, and sales-related occupations. By contrast, declining opportunities are projected for clerical, administrative support, and production-related jobs. These trends reflect the effects of automation in the office and in the factory, and emphasize the importance of technical, critical thinking and communications skills to the occupations of the future.

TABLE 2

Employment By Major Occupational Group
San Francisco County, 1990-1997

OCCUPATIONAL GROUP	1990 EMPLOYMENT	1997 EMPLOYMENT	ABSOLUTE CHANGE	% CHANGE
Managers/Administrative	44,250	44,750	500	1.1
Prof./Paraprof./Technical	143,490	148,520	5,030	3.5
Sales and Related	58,980	60,810	1,830	3.1
Clerical/Admin.Suppt	149,600	147,580	-2,020	-1.4
Service Occupations	85,870	89,500	3,630	4.2
Agr./Forestry/Fish.	2,840	2,960	120	4.2
Production/Construction	87,870	97,620	-250	-0.3
TOTAL: All Occupations*	573,100	582,000	8,900	1.6

* *Includes a small number of occupations which were not classified.*

SOURCE: Employment Development Department, *Projections of Employment by Industry and Occupation, 1990-1997.*

Fastest Growing Occupations. Beneath the foregoing aggregate figures are a number of specific occupations expected to experience the fastest growth rates in the years ahead. Table 3 on the following page offers a partial list of these occupations, many of which correspond to existing vocational and pre-professional programs at City College. The table does not take into account replacement of the current workforce as retirements and attrition take place, and consequently does not provide a total picture of employment demand in these occupations.

TABLE 3

Occupations With The Fastest Job Growth
San Francisco County, 1990-1997 Job Growth

OCCUPATION	1990	1997	ABSOLUTE CHANGE	% CHANGE
Home Health Care Workers	280	350	70	25.0
Computer Engineers	1,060	1,300	240	22.6
Demonstrators/Promoters	640	750	110	17.2
Emergency Med.Technicians	350	410	60	17.1
Employee Interviewers	510	590	80	15.7
Physical Therapists	320	370	50	15.6
Technical Writers	210	240	30	14.3
Radio/TV Announcers	300	340	40	13.3
Guards/Watch Guards	7,430	8,410	980	13.2
Travel Clerks	310	350	40	12.9
Medical Assistants	640	7,120	80	12.5
Sales Agents/Advertising	1,260	1,410	150	11.9
Child Care Workers	1,100	1,230	130	11.8
Radiology/Diag.Technicians	720	800	80	11.1
Legal Secretaries	5,230	5,780	550	10.5
Lodging Managers	590	650	60	10.2
Medical Secretaries	610	670	60	9.8
Paralegal Personnel	1,960	2,150	190	9.7
Business Services Sales Agents	1,460	1,590	130	8.9
Financial Services Sales Agents	2,040	2,220	180	8.8
Artists/Related Workers	1,050	1,140	90	8.6
Licensed Vocational Nurses	1,880	2,040	160	8.5
Food Service Managers	1,040	1,120	80	7.7
Lawyers	8,150	8,770	620	7.6
Social Workers	1,270	1,360	90	7.1
Management Analysts	1,060	1,130	70	6.6
Pre-school Teachers	1,120	1,190	70	6.3
Nurses Aides/Attendants	3,230	3,430	200	6.2
Life Science Teachers	1,480	1,570	90	6.1
Information Clerks	6,600	7,000	400	6.1
Litho./Press Setters	500	530	30	6.0
Computer Programmers	4,060	4,300	240	5.9

SOURCE: EDD, *Projections of Employment 1990-1997.*

Occupations with the greatest absolute job growth in San Francisco County for the period 1990 to 1997 reveals a trend toward a two-tier labor market, a trend which has regional dimensions as well.

Low wage occupations such as guards/watch guards, janitors/cleaners, receptionists, information clerks and cashiers, secretaries, typists, and nurses aides are ranked high in absolute job growth.

Some high wage/high skill occupations are also ranked high in absolute job growth. These occupations include lawyers, legal secretaries, registered nurses, computer engineers, and computer programmers.

Small Business and Self-Employment. As technological change and corporate restructuring continues in this decade, the number of self-employed workers is also expected to grow. Some of these opportunities will come in the form of small specific markets spun off from new technologies; others will result from the growing trend in American industry toward "out-sourcing" functions once performed within the company. These trends are revealed by data showing that in San Francisco during the 1980s, income earned through self-employment grew from 7% to 12% of total personal income. Moreover, half of all San Franciscans are employed in companies with between 10 and 250 employees. (Department of City Planning)

Implications of Labor Trends Data for City College

Two major developments can be found in the labor market data.

First, the labor market is increasingly becoming polarized between low wage/low skill jobs and high wage/high skill jobs. Table 3 shows that the occupations with the greatest absolute growth are in categories of information clerks; nurses aides; and security guards--all traditionally low paid jobs. The trends also demonstrate a strong demand for high skill positions as computer engineers; legal secretaries; lawyers; and computer programmers.

This trend raises certain critical issues for the College. Certain critics claim that the community colleges are "diverting students' dreams" of upward social mobility toward entry level dead-end jobs (see Brint and Karabel, The Diverted Dream). Others argue that the colleges are one of the last chances for poor and working people to access education for personal and career advancement.

How should the College respond to these current labor market trends? Should the College prepare students for the low skill/low

wage positions as well as the high skill ones? Or should the College establish a priority to educate students for the high skill positions? Can the College create bridges or links between low skill/low wage jobs and the high skill positions? What kind of partnerships with the private sector would this type of approach require? These are some of the issues which the faculty and staff of the College need to address during this decade.

The same forces driving current changes in the regional labor market--demographic shifts, industrial restructuring, emerging technologies, and the communications revolution--all have implications not only for the specific programs City College will offer in the years ahead, but also for the more general skills it seeks to impart to its students.

In nearly every sector of the economy, in almost every occupation, solid skills in written and oral communication, analytical problem-solving, and basic computer literacy will be essential attributes of well-qualified employees in the emerging work force. The increasingly technical nature of almost every job in the information age demands nothing less. An appreciation for cultural differences and knowledge of global trends affecting local political and economic developments will also assume greater significance in the workplace for clerical, technical, administrative, and professional workers alike. All must remain flexible in the face of unprecedented change.

The Need for Continued Flexibility. The College currently offers several programs preparing students for the high-growth occupations listed in the foregoing table. Yet many of the high-wage, high-growth professions of the future are still evolving. The College, like its students, must remain flexible and responsive to rapidly evolving conditions. This attitude is imperative if the College is to meet effectively the varied educational needs of its diverse student population.

VII. PLANNING ASSUMPTIONS

A. Population Demographics

1. **Assumption**
San Francisco's population will grow slowly compared to other Bay Area counties in the years ahead.

Implication
The demand for City College services will increase in the years ahead, but not as rapidly as in outlying areas where rapid population growth is expected.

2. **Assumption**
San Francisco's population will age slightly overall, but enrollments by younger adults between 18 to 24 years of age will remain high.

Implication
The College will experience continuing enrollment demands from students of all ages and will need to offer programs to serve these students.

3. **Assumption**
Immigration into San Francisco from abroad, which gained momentum in the eighties, will continue at a reduced rate in the nineties. Most of the new immigration will come from Asia, Latin America, and the former Soviet Union.

Implication
The need for ESL, basic skills education, and job training programs will remain high.

4. **Assumption**
San Francisco will continue to be an ethnically and culturally diverse city with large minority, foreign-born, disabled, and gay/lesbian populations.

Implication
The demand for programs that serve the needs and interests of the above populations will remain high and will have to be met with special programs that address these needs and interests.

B. Labor Market Trends

1. **Assumption**
The global economy will put added pressure on workers to improve their skills. The United States will need more than ever workers who are highly skilled and highly educated. Workers will need to continually upgrade their skills and learn new skills.

Implication
Training and education will be needed more than ever in media and communications; in business and management; in computer literacy; and in math, science, and engineering. Students of all ages and all educational levels will increase their demand for education and training. Vocational programs that train people for the jobs of the future and programs that serve the needs of working adults will be in heavy demand.

2. **Assumption**
Women will continue to enter the labor force and their labor force participation rate will continue to increase.

Implication
Services will need to be provided for re-entry women, and women interested in upgrading their skills.

3. **Assumption**
The greatest growth in jobs will be in the service sector. This will include above average growth in legal services, accounting, transportation, and health-related fields such as nursing, medical assisting, and medical technicians.

Implication
Demand for programs that provide training in the fastest growing occupations will continue.

4. **Assumption**
Job growth will be high in the technologies of the future such as biotechnology, computer networks, multimedia, and environmental technology.

Implication
City College should plan to expand its programs in emerging technologies and training for the occupations of the future.

5. **Assumption**
San Francisco is an international center of the arts, music, and literature. The arts are the basis for much of San Francisco's cultural reputation and provide jobs for a significant proportion of its residents.

Implications
City College should support the expansion of San Francisco's role as an international cultural center.

6. **Assumption**
The technology used in the workplace will continue to change at a rapid pace.

Implication
The College will need to have the flexibility to change existing programs and services in response to educational and technological change.

C. **Fiscal and Economic Environment**

1. **Assumption**
The California economy will not begin to recover from the recession until the middle of the 1990s, therefore state revenues for community colleges will continue to be constrained.

Implication
City College will need to find new sources of revenue and must strive to achieve new levels of efficiency in its operations.

2. **Assumption**
Four year college tuition and fees will continue to rise. Community college fees may also increase.

Implication
The College must address continued high demand for services and the prospect of a growing number of students with transfer objectives. At the same time, increases in community college tuition may deter some students from attending City College, especially those without a clear set of educational objectives.

D. Staff Demographics

1. **Assumption**
City College faculty and staff, many of whom were hired during the late sixties and early seventies, will be retiring in greater numbers.

Implications
The College will need to hire new faculty and staff in the next few years to replace retiring employees. The turnover of faculty holds implications for program offerings and continued staff development programs.

2. **Assumption**
The ethnic and cultural diversity of City College's student population and of San Francisco should be reflected in the composition of City College's faculty and staff.

Implication
City College will need to recruit a growing number of talented and ethnically diverse faculty and staff members.

VIII. SUMMARY OF GOALS FOR THE NINETIES CITY COLLEGE OF SAN FRANCISCO

The College has adopted twenty five goals which respond to the demographic and labor trends discussed in the prior sections of this document. These goals also rest upon the assumptions and implications enumerated in Section VII, and the four trends discussed in Section V. The following chart lists the College's goals and the assumptions from which they are derived. The next section provides a list of the goals and the objectives proposed to meet those goals.

PLANNING ASSUMPTION USED	GOALS
	SECTION 1: EDUCATIONAL NEEDS AND PROGRAMS FOR TWENTY-FIRST CENTURY
RELATES TO ALL PLANNING ASSUMPTIONS	*Goal 1:* Promote educational excellence to meet student needs.
LABOR MARKET TRENDS A. The global economy will put added pressure on workers to improve their skills. The United States will need more than ever workers who are highly skilled and highly educated. Workers will need to continually upgrade their skills and learn new skills. D. Job growth will be high in the technologies of the future such as biotechnology, computer networks, multimedia, and environmental technology.	*Goal 2:* Refine current and develop new vocational programs for the 21st century San Francisco Bay Area work force.
POPULATION DEMOGRAPHICS B. San Francisco's population will age slightly overall, but enrollments by younger adults between 18 to 24 years of age will remain high.	*Goal 3:* Continue the integration of college credit and noncredit programs.

C. Immigration into San Francisco from abroad, which gained momentum in the eighties, will continue at a reduced rate in the nineties. Most of the new immigration will come from Asia, Latin America, and the former Soviet Union.

LABOR MARKET TRENDS

A. The global economy will put added pressure on workers to improve their skills. The United States will need more than ever workers who are highly skilled and highly educated. Workers will need to continually upgrade their skills and learn new skills.

C. The greatest growth in jobs will be in the service sector. This will include above average growth in legal services, accounting, transportation, and health-related fields such as nursing, medical assisting, and medical technicians.

D. Job growth will be high in the technologies of the future such as biotechnology, computer networks, multimedia, and environmental technology.

F. The technology used in the workplace will continue to change at a rapid pace.

POPULATION DEMOGRAPHICS

B. San Francisco's population will age slightly overall, but enrollments by younger adults between 18 to 24 years of age will remain high.

Goal 4: Promote partnerships with educational institutions, public and non-profit agencies, and private industry.

Goal 5: Promote educational technology which will improve student learning and faculty teaching.

Goal 6: Continue to assist students seeking transfer to four year institutions.

LABOR MARKET TRENDS

A. The global economy will put added pressure on workers to improve their skills. The United States will need more than ever workers who are highly skilled and highly educated. Workers will need to continually upgrade their skills and learn new skills.

FISCAL AND ECONOMIC ENVIRONMENT

B. Four year college tuition and fees will continue to rise. Community college fees may also increase.

POPULATION DEMOGRAPHICS

C. Immigration into San Francisco from abroad, which gained momentum in the eighties, will continue at a reduced rate in the nineties. Most of the new immigration will come from Asia, Latin America, and the former Soviet Union.

D. San Francisco will continue to be an ethnically and culturally diverse city with large minority, foreign-born, disabled, and gay/lesbian populations.

POPULATION DEMOGRAPHICS

C. Immigration into San Francisco from abroad, which gained momentum in the eighties, will continue at a reduced rate in the nineties. Most of the new immigration will come from Asia, Latin America, and the former Soviet Union.

D. San Francisco will continue to be an ethnically and culturally diverse city with large minority, foreign-born, disabled, and gay/lesbian populations.

Goal 7: Continue to provide well-designed and effective transitional education to help students develop remedial and basic skills in oral and written communication, reading and critical thinking.

Goal 8: Prepare students for informed participation in the emerging global economy by promoting various dimensions of international education.

LABOR MARKET TRENDS

A. The global economy will put added pressure on workers to improve their skills. The United States will need more than ever workers who are highly skilled and highly educated. Workers will need to continually upgrade their skills and learn new skills.

E. San Francisco is an international center of the arts, music, and literature. The arts are the basis for much of San Francisco's cultural reputation and provide jobs for a significant proportion of its residents.

POPULATION DEMOGRAPHICS

A. San Francisco's population will grow slowly compared to other Bay Area counties in the years ahead.

B. San Francisco's population will age slightly overall, but enrollments by younger adults between 18 to 24 years of age will remain high.

C. Immigration into San Francisco from abroad, which gained momentum in the eighties, will continue at a reduced rate in the nineties. Most of the new immigration will come from Asia, Latin America, and the former Soviet Union.

D. San Francisco will continue to be an ethnically and culturally diverse city with large minority, foreign-born, disabled, and gay/lesbian populations.

SECTION 2: CREATING ENVIRONMENTS FOR STUDENT SUCCESS

Goal 1: Expand and refine matriculation.

Goal 2: Ensure equal access.

Goal 3: Improve services to students in order to promote persistence.

Goal 4: Encourage all staff to be more student-oriented.

Goal 5: Maintain and improve the quality of student life.

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D. San Francisco will continue to be an ethnically and culturally diverse city with large minority, foreign-born, disabled, and gay/lesbian populations.

LABOR MARKET TRENDS

A. The global economy will put added pressure on workers to improve their skills. The United States will need more than ever workers who are highly skilled and highly educated. Workers will need to continually upgrade their skills and learn new skills.

B. Services will need to be provided for re-entry women, and women interested in upgrading their skills.

POPULATION DEMOGRAPHICS

D. San Francisco will continue to be an ethnically and culturally diverse city with large minority, foreign-born, disabled, and gay/lesbian populations.

Goal 6: Provide services for students making the transition from City College to the workplace or to a four-year college.

SECTION 3: PROVIDING FACILITIES AND EQUIPMENT FOR STUDENT SUCCESS

Goal 1: Improve access to campus facilities.

TREND #3 (FROM SECTION V.)
3. Student needs for support services and enhanced instructional opportunities will continue to grow in the 1990s.

FISCAL AND ECONOMIC ENVIRONMENT
A. The California economy will not begin to recover from the recession until the middle of the 1990s, therefore state revenues for community colleges will continue to be constrained.

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TREND #3 (FROM SECTION V.)
3. Student needs for support services and enhanced instructional opportunities will continue to grow in the 1990s.

Goal 2: Improve college facilities, equipment and use of technology.

Goal 3: Promote environmentally constructive initiatives.

SECTION 4: ENHANCING THE FUNDING BASE

Goal 1: Maximize funding from Federal, State, and local agencies.

Goal 2: Develop and expand alternative funding sources.

SECTION 5: PROMOTING COLLEGE LEADERSHIP

Goal 1: Foster an environment in which students, faculty, classified staff and administration can effectively participate in college governance.

STAFF DEMOGRAPHICS

B. The ethnic and cultural diversity of City College's student population and of San Francisco should be reflected in the composition of City College's faculty and staff.

POPULATION DEMOGRAPHICS

B. San Francisco's population will age slightly overall, but enrollments by younger adults between 18 to 24 years of age will remain high.

LABOR MARKET TRENDS

A. The global economy will put added pressure on workers to improve their skills. The United States will need more than ever workers who are highly skilled and highly educated. Workers will need to continually upgrade their skills and learn new skills.

B. Services will need to be provided for re-entry women, and women interested in upgrading their skills.

C. The greatest growth in jobs will be in the service sector. This will include above average growth in legal services, accounting, transportation, and health-related fields such as nursing, medical assisting, and medical technicians.

D. Job growth will be high in the technologies of the future such as biotechnology, computer networks, multimedia, and environmental technology.

Goal 2: Recruit and hire qualified personnel who will provide the best possible instruction and student services.

Goal 3: Provide quality staff development programs that will prepare staff for the educational needs of the twenty-first century.

FISCAL AND ECONOMIC ENVIRONMENT

A. The California economy will not begin to recover from the recession until the middle of the 1990s, therefore state revenues for community colleges will continue to be constrained.

SECTION 6: IMPLEMENTING AN EFFECTIVE BUDGET AND PLANNING PROCESS

Goal 1: Implement an ongoing research and planning process.

Goal 2: Allocate district finances and resources efficiently.

Goal 3: Develop and implement user-friendly Management Information System.

IX. CITY COLLEGE OF SAN FRANCISCO GOALS AND OBJECTIVES

1. Educational Needs and Programs for the Twenty-First Century

Goal 1: Promote educational excellence to meet student needs.

A. Establish college priorities for curricular offerings. Develop appropriate new courses and programs and delete outdated ones.

B. Support innovation in the classroom to promote excellent teaching such as the use of problem solving, critical thinking, collaborative learning, classroom assessment, student-centered teaching strategies; and writing and quantitative reasoning standards across the curriculum.

C. Promote joint initiatives and greater cooperation among departments and faculty.

Goal 2: Refine current and develop new vocational programs for the 21st century San Francisco Bay Area work force.

A. Improve articulation of programs between vocational and academic departments.

B. Strengthen academic content of vocational education programs.

C. Develop programs that train students in the new and/or changing technologies used by the work force.

Goal 3: Continue the integration of college credit and noncredit programs.

A. Ensure that educational programs provide for articulation between credit and noncredit programs.

B. Expand the linkages between remedial and ESL courses and other educational programs.

C. Continue expansion of credit courses where feasible at campuses other than Phelan.

D. Expand the number of noncredit courses where feasible at the Phelan campus.

Goal 4: Promote partnerships with educational institutions, public and non-profit agencies, and private industry.

A. Improve faculty-to-faculty linkages with other institutions, including those providing overseas and cross-cultural opportunities, to facilitate exchange of expertise.

B. Explore transition-to-work and school-to-work programs in conjunction with businesses and labor unions.

C. Expand and refine offerings of contract education courses in conjunction with private industry and community agencies.

D. Explore offering fee-based classes for credential certification and certificate renewal courses.

E. Develop closer ties with local government and community agencies working on work force education.

F. Increase partnerships with industry and labor to gain greater access to changing technologies.

G. Increase contacts with local organizations concerned with foreign affairs, trade and commerce, in order to attract more international resources to the campuses.

Goal 5: Promote educational technology which will improve student learning and faculty teaching.

A. Develop a comprehensive Technology Plan which supports the Master Strategic Plan, including provisions for professional development and on-going technical support.

B. Complete a requirements analysis and review of future directions for distance learning.

C. Complete a study of the current situation and requirements at CCSF and future industry directions for classroom educational technology (including multimedia).

D. Explore the feasibility of expanding telecourse offerings at the College.

E. Establish technological literacy as a competency for all the College's graduates and faculty.

F. Ensure that faculty and students have access to high quality equipment and materials.

G. Develop an integrated architecture for a common transport system (network) that is capable of carrying and distributing voice, data, video and sound.

H. Establish an Internet link to promote student, staff, and faculty access to the expanding worldwide network of information bases.

I. Develop an updated copyright policy and manual to address issues such as electronic communication and intellectual property rights.

Goal 6: Continue to assist students seeking transfer to four-year institutions.

A. Review articulation agreements and ensure that educational programs provide for transfer to four-year institutions.

B. Expand or adopt special instructional programs that prepare students for transfer to four-year institutions.

Goal 7: Continue to provide well-designed and effective transitional education to help students develop remedial and basic skills in oral and written communication, reading, and critical thinking.

A. Continue to develop well-defined curriculum which promotes student success in college educational programs.

B. Refine service delivery and assessment of students' educational objectives in basic skills, study skills, and ESL classes to increase student access and success.

Goal 8: Prepare students for informed participation in the emerging global economy by promoting various dimensions of international education.

A. Promote internationalization of the curriculum by incorporating global issues, cross-cultural perspectives, and international content into appropriate courses throughout the College.

B. Present/promote extra-curricular events to develop students' awareness and understanding of international events and their ability to analyze global trends and issues from an international perspective.

C. Define the College's mission in international education and the coordination of various programs, instructional and administrative components involved in international education.

D. Expand student access to overseas study and other cross-cultural learning opportunities.

2. Creating Environments for Student Success

Goal 1: Expand and refine matriculation.

A. Ensure a coordinated matriculation process in compliance with existing mandates and other relevant policies, including admission, orientation, counseling, assessment, and placement services for all eligible students at all campuses.

B. Promote recruitment efforts to increase student enrollments in transfer and occupational programs.

C. Standardize admissions procedures for credit and noncredit students.

Goal 2: Ensure equal access.

A. Promote student access to the Financial Aid Office, as well as to the services and information it provides. Improve staff training and develop a policy and procedures manual.

B. Refine and expand programs that assist disadvantaged and disabled students.

C. Establish an enrollment management plan to prioritize student access to programs and courses.

D. Facilitate transfers from noncredit to credit.

E. Make technology more available throughout campuses for disabled students.

F. Expand the telephone registration system to include continuing students and other functions such as adding/dropping courses.

G. Increase the availability of classes and instructional support services through strategic scheduling of time and location.

H. Improve delivery and coordination of services to international students.

Goal 3: Improve services to students in order to promote persistence.

A. Develop and implement strategies to improve student persistence within semesters and between semesters.

B. Provide probation workshops for at-risk students.

Goal 4: Encourage all staff to be more student-oriented.

A. Provide staff development opportunities for faculty to explore their role in student success.

B. Facilitate faculty contacts with students.

C. Foster staff and faculty understanding of, and sensitivity to, the diverse needs and concerns of all students.

Goal 5: Maintain and improve the quality of student life.

A. Improve linkages and cooperation between counselors and instructional faculty to improve counseling services for students.

B. Expand library services and learning resources at all campuses and improve access of students at all campuses to these services and resources.

C. Ensure institution-wide safety and security, including an environment free of sexual harassment.

D. Seek funding to develop adequate child development centers at all campuses to meet the needs of students with children. Increase the number of children accommodated to ensure that students with children can attend the College.

E. Promote student collaboration and awareness of diversity, multi-culturalism, and international issues in all areas of student services, student activities, and instruction.

F. Increase student access to information. Establish a student telephone hot line. Implement computer access for students seeking information from their records (class schedule, grades, etc.).

G. Promote positive health choices, and explore expansion of health services to all students including day, evening and those from the campuses, with minimal use of General Fund money.

H. Implement an institution-wide student record-keeping system. Improve the methods by which student records are kept and stored, and improve the ease of retrieval of student records in order to serve students better.

Goal 6: Provide services for students making the transition from City College to the workplace or to a four-year college.

A. Expand availability of educational, career, transfer advisement and counseling.

B. Expand the functions of the job placement center for the College's graduates and certificate recipients.

3. Providing Facilities and Equipment for Student Success

Goal 1: Improve access to campus facilities.

A. Improve disabled students' access to facilities and equipment.

B. Remove architectural barriers that limit access.

C. Improve the quality of directional signs and campus maps.

Goal 2: Improve college facilities, equipment and use of technology.

A. Develop comprehensive facilities, educational equipment and technology master plans which are linked to program review and college budget planning. Plans should include priorities for maintenance, equipment replacement, capital construction, and provide for professional development and technical support.

B. Complete a District-wide facilities inventory and space utilization study to more effectively allocate space and to determine facility and equipment needs.

C. Set aside a percentage of the District's unrestricted budget for the implementation of facilities and equipment master plan priorities.

D. Update the District's safety, security and disaster plans; provide appropriate training in all phases of risk management.

E. Seek capital funding and deferred maintenance funds from the state, private individuals, corporations, and foundations.

F. Explore the possibility of a joint parking facility with BART at the Phelan Campus.

Goal 3: Promote environmentally constructive initiatives.

A. Ensure that facilities and grounds are well-maintained, free of hazardous materials, properly ventilated, and properly lighted. Establish an ongoing and routine maintenance system and improve custodial services. Create aesthetically pleasing campus environments that are welcoming to students.

B. Seek ways to expand recycling programs, increase energy and water conversation measures and promote public transportation and ride-sharing.

4. Enhancing the Funding Base

Goal 1: Maximize funding from Federal, State, and local agencies.

A. Develop strategies to increase public funding from federal, state, and local sources.

B. Pursue additional public financing through local tax and bond initiatives.

C. Explore the feasibility of implementing Census Day procedures for credit short-term courses.

Goal 2: Develop and expand alternative funding sources.

A. Explore alternative revenue sources such as contract education, fee-based community service and certificate renewal courses, marketing District facilities and services, and recruiting more international students into revenue-generating programs.

B. Develop funding sources from private industries and foundations for programs, research, equipment, staff development, and College-wide initiatives such as internationalization.

C. Develop an alumni association and seek alumni support.

D. Implement a capital campaign for building programs.

5. Promoting College Leadership

Goal 1: Foster an environment in which students, faculty, classified staff and administration can effectively participate in college governance.

A. Create opportunities for increased participation through active outreach to campus constituents.

B. Expand and/or develop leadership training programs to facilitate student, faculty, staff and administration involvement in college governance.

C. Design an open process to encourage broad constituent membership on college governance committees.

Goal 2: Recruit and hire qualified personnel who will provide the best possible instruction and student services.

A. Refine and improve equal employment opportunity policies and procedures. Recruit and hire faculty and staff with diverse ethnic, socioeconomic, linguistic, cultural, sexual orientation, and national backgrounds.

B. Support and continue to implement the State Educational Code mandate to achieve at least a 75%:25% full-time versus part-time credit faculty ratio.

Goal 3: Provide quality staff development programs that will prepare staff for the educational needs of the twenty-first century.

A. Create a comprehensive plan for the coordination and evaluation of college staff development activities in support of institutional mission, goals, and programs.

B. Develop strategies to increase participation of classified personnel in staff developmental activities.

C. Update the employee handbook for faculty and staff, and develop a plan to ensure compliance with all relevant District policies, state laws, and regulations. Ensure a safe environment, free of sexual harassment.

D. Expand opportunities for faculty and staff to learn more about multi-culturalism, diversity, and internationalization.

E. Encourage leadership by active participation in statewide and national community college organizations and related activities.

F. Provide a faculty and staff resource center for ongoing support for instructional improvement.

6. Implementing an Effective Budget and Planning Process

Goal 1: Implement an ongoing research and planning process.

A. Coordinate facilities and educational planning.

B. Update the existing program review process to evaluate non-instructional units, and refine the process for educational programs.

C. Conduct a periodic College-wide needs assessment to identify major areas for instructional and non-instructional improvement.

D. Link program and curriculum development to recommendations of the educational master plan and the budget and planning process.

E. Develop and implement a strategic plan for each department or unit, and provide cost analyses to assist departments/units with program review.

F. Develop a plan to gather and disseminate information on transfers and transfer student performance at four-year colleges to monitor the College's transfer function effectiveness.

G. Implement the statewide student follow-up system to gather and disseminate information on student job placement and student occupational performance on the job to monitor the effectiveness of the College's vocational programs.

H. Implement the State Chancellor's accountability model.

Goal 2: Allocate district finances and resources efficiently.

A. Build a 5% reserve fund, and review the need for additional revenues for unforeseen emergencies, cash flow, and audit adjustments.

B. Explore the feasibility of securing additional categorical funding used to support categorical programs in order to reduce the level of general funds currently used.

C. Establish financial accountability centers by Schools and other units, and implement a review process to ensure that total expenditures do not exceed total revenues in each financial accountability center.

D. Improve forecasting of ending balances and instructional hourly accounts.

E. Conduct a periodic inventory and appraisal of fixed assets and District assets.

Goal 3: Develop and implement user-friendly Management Information Systems.

A. Upgrade information systems to allow for better planning and financial analysis, including training for the financial software.

B. Implement an automated finance and budget system and train staff.

C. Complete a requirements and future growth study for computer laboratories. Provide computer users with sufficient training and staff support to allow relatively easy access to information and communications systems.

D. Upgrade the information system for student services and human resources, ensuring adequate security and storage of personnel records.

E. Integrate Personnel and Payroll systems.

F. Ensure that ITS (Information Technology Services) personnel receive on-going education and training to remain current in their fields.

G. Create accessible network-based information services and computer technologies that are state-of-the-art and user friendly.

H. Implement additional Management Information System packages to complete the College's system, including financial aid software to improve accountability and student service.

I. Complete a requirements analysis for future administrative networking.

J. Complete a requirements and future growth study for voice communications.

IX. MATRIX OF ACCOUNTABILITY

I. EDUCATIONAL NEEDS AND PROGRAMS FOR THE TWENTY-FIRST CENTURY

GOAL 1: Promote educational excellence to meet student needs.

Primary Objectives	Start Date	Compl. Date	Primary Responsibility	Status of Action Plan	Institutional Priority (1, 2 or 3)
A Establish college priorities for curricular offerings. Develop appropriate new courses and programs and delete outdated ones.			•Provost Dean of Curriculum School Deans		
B Support innovation in the classroom to promote excellent teaching such as the use of problem solving, critical thinking, collaborative learning, classroom assessment, student-centered teaching strategies; and writing and quantitative reasoning standards across the curriculum.			•Provost Vice Chanc. A & F Dean of Staff Devel.		
C Promote joint initiatives and greater cooperation among departments and faculty.			•Provost Dean of Counseling School Deans Dean of Staff Devel.		

GOAL 2: Refine current programs and develop new vocational programs for the 21st century San Francisco Bay Area work force.

Primary Objectives	Time Frame	Compl. Date	Primary Responsibility	Status of Action Plan	Institutional Priority (1, 2 or 3)
A. Improve articulation of programs between vocational and academic departments			*Provost School Deans		
B. Strengthen academic content of vocational education programs			*Provost School Deans		
C. Develop programs that train students in the new technologies used by the work force			*Provost School Deans		

GOAL 3: Continue the integration of college credit and non credit programs.

Primary Objectives	Time Frame	Compl. Date	Primary Responsibility	Status of Action Plan	Institutional Priority (1, 2 or 3)
A. Ensure that educational programs provide for articulation between credit and non credit programs			*Provost School Deans		
B. Expand the linkages between remedial and ESL courses and other educational programs			*Provost School Deans		
C. Continue expansion of credit programs where feasible at campuses other than Phelan			*Provost School Deans		
D. Expand the number of non credit courses where feasible at the Phelan campus			*Provost School Deans		

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GOAL 4: Promote partnerships with educational institution, public and non-profit agencies, and private industry.

Primary Objectives	Start Date	Compl. Date	Primary Responsibility	Status of Action Plan	Institutional Priority (1, 2 or 3)
A. Improve faculty-to-faculty linkages with other institutions, including those providing overseas and cross-cultural opportunities, to facilitate exchange of expertise.			*Provost Dean of Staff Devel.		
B. Explore transition-to-work and school-to work programs in junction with businesses and labor unions.			*Provost Contract Ed. School Deans		
C. Expand and refine offerings of contract education courses in conjunction with private industry and community agencies.			*Provost Dean of Contract Ed. School Deans		
D. Explore offering fee-based classes for credential certification and certificate renewal courses.			*Provost Dean of Contract Ed. School Deans		
E. Develop closer ties with local government and community agencies working on work force education.			*Provost School of Applied Sci. & Tech. School Deans		
F. Increase partnerships with industry and labor to gain greater access to changing technologies.			*Provost School of Applied Sci. & Tech. School Deans		
G. Increase contacts with local organizations concerned with foreign affairs, trade and commerce, in order to attract more international resources to the campuses.			*Chancellor Provost School Deans		

GOAL 5: Promote educational technology which will improve student learning and faculty teaching.

Primary Objectives	Start Date	Compl. Date	Primary Responsibility	Status of Action Plan	Institutional Priority (1, 2 or 3)
A. Develop a comprehensive Technology Plan which supports the Master Strategic Plan, including provisions for professional development and on-going technical support.			*Chancellor Dir. of Res. & Plng		
B. Complete a requirements analysis and review of future directions for distance learning.			*Provost Dean of Library Learning Resources		
C. Complete a study of the current situation and requirements at CCSF and future industry directions for classroom educational technology (including multimedia).			*Chancellor Provost Dir. of Res. & Plng		
D. Explore the feasibility of expanding telecourse offerings at the College.			Dean of Library Learning Resources		
E. Establish technological literacy as a competency for all the College's graduates and faculty.			*Provost		
F. Ensure that faculty and students have access to high quality equipment and materials.			*Provost School Deans		
G. Develop an integrated architecture for a common transport system (network) that addresses voice, data, video, sound, etc.			*Chief Oper. Officer Director of ITS		
H. Establish an Internet link to promote student, staff, and faculty access to the expanding worldwide network of information bases.			*Director of ITS		
I. Develop an updated copyright and manual to address issues such as electronic communication and intellectual property rights.			*Legal Counsel		

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GOAL 6: Continue to assist students seeking transfer to four-year institutions.

Primary Objectives	Start Date	Compl. Date	Primary Responsibility	Status of Action Plan	Institutional Priority (1, 2 or 3)
A. Review articulation agreements and ensure that educational programs provide for transfer to four-year institutions.			*Provost Articulation Officer Dean of Curriculum		
B. Expand or adopt special instructional programs that prepare students for transfer to four-year institutions.			*Provost School Deans Dean of Student Aff.		

GOAL 7: Continue to provide well-designed and effective transitional education to help students develop remedial and basic skills in oral and written communication, reading, and critical thinking.

Primary Objectives	Start Date	Compl. Date	Primary Responsibility	Status of Action Plan	Institutional Priority (1, 2 or 3)
A. Continue to develop well-defined curriculum which promotes student success in college educational programs.			*Provost School Deans		
B. Refine service delivery and assessment of students' educational objectives in basic skills, study skills, and ESL classes to increase student access and success.			*Provost School Deans		

GOAL 8: Prepare students for informed participation in the emerging global economy by promoting various dimensions of international education.

Primary Objectives	Start Date	Compl. Date	Primary Responsibility	Status of Action Plan	Institutional Priority (1, 2 or 3)
A. Promote internationalization of the curriculum by incorporating global issues, cross-cultural perspectives, and international content into appropriate courses throughout the College			*Provost School Deans		
B. Present/Promote extra-curricular events to develop students' awareness and understanding of international events and their ability to analyze global trends and issues from an international perspective			*Provost School Deans		
C. Define the College's mission in international education and the coordination of various programs, instructional and administrative components involved in international education			*Provost School Deans		
D. Expand student access to overseas study and other cross-cultural learning opportunities			*Provost School Deans		

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II. CREATING ENVIRONMENTS FOR STUDENT SUCCESS

GOAL 1: Expand and refine matriculation.

Primary Objectives	Start Date	Compl. Date	Primary Responsibility	Status of Action Plan	Institutional Priority (1, 2 or 3)
A. Ensure a coordinated matriculation process in compliance with existing mandates and other relevant policies, including admission, orientation, counseling, assessment, and placement services for all eligible students at all campuses.			*Provost Dean of Matric.		
B. Promote recruitment efforts to increase student enrollments in transfer and occupational programs.			*Provost Dean of Stud. Affairs School Deans Dir. of Public Info.		
C. Standardize admissions procedures for credit and non credit students.			*Vice Chanc. A & F Director A & R		

GOAL 2: Ensure equal access.

Primary Objectives	Start Date	Compl. Date	Primary Responsibility	Status of Action Plan	Institutional Priority (1, 2 or 3)
A. Promote student access to financial aid office, as well as to the services and information it provides. Improve staff training and develop a policy and procedures manual			*Vice Chanc. A & F Dir. of Finan. Aid		
B. Refine and expand programs that assist disadvantaged and disabled students			*Provost School Deans		
C. Establish an enrollment management plan to prioritize student access to programs and courses			*Provost Vice Chanc A & F Director of A & R Dean of Stud. Affairs		
D. Facilitate transfers from non credit to credit			*Provost Vice Chanc. A & F Directof of A & R Dean of Stud. Affairs		
E. Make technology more available throughout campuses for disabled students			*Chief Oper. Officer Vice Chanc. A & F		
F. Expand the telephone registration system to include continuing students and other functions such as adding/dropping courses			*Vice Chanc. A & F Director of A & R		
G. Increase the availability of classes and instructional support services through strategic scheduling of time and location			*Provost Dean of Facult. Supp. School Deans Dean of Stud. Affairs		
H. Improve delivery and coordination of services to international students			*Provost Dean of ESL & Internation Stud. Vice Chanc. A & F Director of A & R		

GOAL 3: Facilitate student retention.

Primary Objectives	Start Date	Compl. Date	Primary Responsibility	Status of Action Plan	Institutional Priority (1, 2 or 3)
A. Develop and implement strategies to improve student persistence within semesters and between semesters.			*Provost School Deans		
B. Provide probation workshops for at-risk students.			*Provost Dean Stud. Affairs		

GOAL 4: Encourage all staff to be more student-oriented.

Primary Objectives	Start Date	Compl. Date	Primary Responsibility	Status of Action Plan	Institutional Priority (1, 2 or 3)
A. Provide staff development opportunities for faculty to explore their role in student success.			*Provost Dean of Staff Devel. Dean of Stud. Activ.		
B. Facilitate faculty contacts with students.			*Provost School Deans		
C. Foster staff and faculty understanding of, and sensitivity to, the special needs and concerns of all students.			*Provost Vice Chan. A & F Dean of Staff Devel.		

GOAL 5: Maintain and improve the quality of student life.

Primary Objectives	Start Date	Compl. Date	Primary Responsibility	Status of Action Plan	Institutional Priority (1, 2 or 3)
A. Improve linkages and cooperation between counselors and instructional faculty to improve counseling services for students.			*Provost Dean Stud. Affairs		
B. Expand library services and learning resources at all campuses and improve access of students at all campuses to these services and resources.			*Provost Dean of Library & Learning Resources		
C. Ensure institution-wide safety and security, including an environment free of sexual harassment.			*Vice Chanc. A & F		
D. Seek funding to develop adequate child development centers at all campuses to meet the needs of students with children. Increase the number of children accommodated to ensure that students with children can attend the College.			*Office of Chancellor		
E. Promote student collaboration and awareness of diversity, multi-culturalism, and international issues in all areas of student services, student activities, and instruction.			*Chief Oper. Officer Director of Develop. Dean of Student Aff.		
F. Increase student access to information. Establish a student telephone hot line. Implement computer access for students seeking information from their records (class schedule, grades, etc.).			*Provost Dean of Student Aff. Director of ITS Director of A & R		
G. Promote positive health choices, and explore expansion of health services to all students including day, evening and those from the campuses, with minimal use of the General Fund money.			*Provost Dean of Student Aff.		
H. Implement an institution-wide student record-keeping system. Improve the methods by which student records are kept and stored, and improve the ease of retrieval of order to serve students better.			*Vice Chan. A & F Director of A & R		

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GOAL 6: Provide services for students making the transition from City College to the workplace or to a four-year college.

Primary Objectives	Start Date	Compl. Date	Primary Responsibility	Status of Action Plan	Institutional Priority (1, 2 or 3)
A. Expand availability of educational, career, transfer advisement and counseling			*Provost Dean of Student Aff.		
B. Expand the functions of the job placement center for the College's graduates and certificate recipients			*Provost Dean of Student Aff.		

III. CREATING FACILITIES FOR STUDENT SUCCESS

GOAL 1: Access to Campus Facilities.

Primary Objectives	Start Date	Compl. Date	Primary Responsibility	Status of Action Plan	Institutional Priority (1, 2 or 3)
A. Improve disabled students' access to facilities and equipment.			*Chief Oper. Officer		
B. Remove architectural barriers that limit access.			*Chief Oper. Officer		
C. Improve the quality of directional signs and campus maps.			*Vice Chanc. A & F Chief Oper. Officer		

GOAL 2: Develop comprehensive facilities, equipment, and technology educational equipment master plans.

Primary Objectives	Start Date	Compl. Date	Primary Responsibility	Status of Action Plan	Institutional Priority (1, 2 or 3)
A. Develop comprehensive facilities, equipment, and technology educational equipment master plans which are linked to program review and college budget and planning. The plans should include maintenance priorities, equipment replacement priorities and capital construction and for professional development and technical support priorities.			*Chief Oper. Officer Vice Chanc. A & F Dir. of Rsch & Plng		
B. Complete a District-wide facilities inventory and space utilization study to more effectively allocate space and to determine facility/equipment needs.			*Chief Oper. Officer Chancellor Dir. of Rsch & Plng		
C. Set aside a percentage of the District's unrestricted budget for the implementation of facilities and classroom equipment master plan priorities.			*Chief Oper. Officer Vice Chanc. A & F Provost		
D. Update the District's safety, security and disaster plans, provide appropriate training in all phases of risk management.			*Vice Chanc. A & R Chief Oper. Officer		
E. Seek capital funding and deferred maintenance funds from the state, private individuals, corporations and foundations.			*Chancellor Director Govern. Rel. Director Develop. Chief Oper. Officer		
F. Explore the possibility of a joint parking facility with BART at the Phelan Campus.			*Chief Oper. Officer Vice Chanc. A & F		

GOAL 3: Promote environmentally constructive initiatives.

Primary Objectives	Start Date	Compl. Date	Primary Responsibility	Status of Action Plan	Institutional Priority (1, 2 or 3)
A. Ensure the facilities and grounds are well-maintained, free of hazardous materials, properly ventilated, and properly lighted. Establish an on-going and routine maintenance system and improve custodial services. Create aesthetically pleasing campus environments taht are welcoming to students.			*Vice Chanc. A & F Dir. of Operations		
B. Seek ways to expand recycling programs, increase energy and water conservation measures and promote public transportation/ride-sharing.			*Vice Chanc. A & F Dir. of Operations Chief Oper. Officer		

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IV. ENHANCING THE RESOURCE BASE

GOAL 1: Maximize funding from Federal, State, and local agencies.

Primary Objectives	Start Date	Compl. Date	Primary Responsibility	Status of Action Plan	Institutional Priority (1, 2 or 3)
A. Develop strategies to increase public funding from federal, state, and local sources.			*Chancellor Chief Oper. Officer Dir. Govern. Rel. Director of Develop.		
B. Pursue additional public financing through local tax and bond initiatives.			*Chancellor Dir., Govern. Rel. Director of Develop.		
C. Explore the feasibility of implementing Census Day procedures for credit short-term courses. [From VI.1.i.]			*Vice Chanc. A&F Director of A & R		

GOAL 2: Develop and expand alternative funding sources.

Primary Objectives	Start Date	Compl. Date	Primary Responsibility	Status of Action Plan	Institutional Priority (1, 2 or 3)
A. Explore alternative revenue sources such as contract education, fee-based community service and certificate renewal courses, marketing District facilities and services, and recruiting more international students into revenue-generating programs.			*Provost Office of Cont. Ed.		
B. Develop funding sources from private industries and foundations for programs, research, equipment, staff development, and College-wide initiatives such as internationalization.			*Chancellor Director of Devel.		
C. Develop an alumni association and seek alumni support.			*Chancellor Director of Devel.		
D. Implement a capital campaign for building programs.			*Chancellor Director of Devel.		

V. *PROMOTING COLLEGE LEADERSHIP*

GOAL 1: Foster an environment in which students, faculty, classified staff, and Administration can effectively participate in college governance.

Primary Objectives	Start Date	Compl. Date	Primary Responsibility	Status of Action Plan	Institutional Priority (1, 2 or 3)
A. Create opportunities for increased participation through active outreach to campus constituents.			*Chancellor Sr. Administrators		
B. Expand and/or develop leadership training programs to facilitate student, faculty, staff and administration involvement in college governance.			*Chief Oper. Officer Dean of Staff Devel. Sr. Administrators		
C. Design an open-process to encourage broad constituent membership on college governance committees.			*Chief Oper. Officer		

GOAL 2: Recruit and hire qualified personnel that will provide the best possible instruction and student services.

Primary Objectives	Start Date	Compl. Date	Primary Responsibility	Status of Action Plan	Institutional Priority (1, 2 or 3)
A. Refine and improve equal employment opportunity policies and procedures. Recruit and hire faculty and staff with diverse ethnic, socioeconomic, linguistic, cultural, sexual orientation, and national backgrounds.			*Vice Chanc. A & F Affir. Action Office Director Human Res.		
B. Support and continue to implement the State Educational Code mandate to achieve at least a 75%:25% full-time versus part-time credit faculty ratio.			*Provost Vice Chanc. A & F		

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GOAL 3: Provide quality staff development programs that will prepare staff for the educational needs of the twenty-first century.

Primary Objectives	Start Date	Compl. Date	Primary Responsibility	Status of Action Plan	Institutional Priority (1, 2 or 3)
A Create a comprehensive plan for the coordination and evaluation of college staff development activities.			*Vice Chance. A & F Dir. of Staff Devel.		
B Develop strategies to increase participation of classified personnel in staff developmental activities.			*Vice Chanc. A & F Dir.of Staff Devel.		
C Update the employee handbook for faculty and staff, and develop a plan to ensure compliance with all relevant District policies, state laws, and regulations. Ensure a safe environment, free of sexual harassment.			*Vice Chanc. A & F Dir. of Staff Devel..		
D Expand opportunities for faculty and staff to learn more about multi-culturalism, diversity, and internationalization.			*Vice Chanc. A & F Dir. of Staff Devel.		
E Encourage leadership by active participation in statewide and national community college organizations and related activities.			*Provost Chancellor Vice Chanc. A & F Dir. of Staff Devel.		
F Provide a faculty and staff resource center for ongoing support for instructional improvement.			*Dean of Staff Devel. Vice Chanc. A & F		

VI. IMPLEMENTING AN EFFECTIVE BUDGET AND PLANNING PROCESS

GOAL 1: Implement an ongoing research and planning process.

Primary Objectives	Start Date	Compl. Date	Primary Responsibility	Status of Action Plan	Institutional Priority (1, 2 or 3)
A. Coordinate facilities and educational planning.			*Chief Oper. Officer Dir. of Res. & Plng		
B. Update the existing program review process to evaluate non-instructional units, programs, and refine the process for educational programs.			*Chief Oper. Officer Dir. of Res. & Plng		
C. Conduct a periodic College-wide needs assessment to identify major areas for instructional and non-instructional improvement.			*Provost Vice Chanc. A & F Dir. of Res.& Plng.		
D. Link program and curriculum development to recommendations of the educational master plan and the budget and planning process.			*Provost Chief Oper. Officer Dir. of Res. & Plng.		
E. Develop and implement a strategic plan for each department or unit, and provide cost analyses to assist departments/units with program review.			*Provost School Deans Vice Chanc. A & F		
F. Develop a plan to gather and disseminate information on transfers and transfer student performance at four-year colleges to monitor the College's transfer function effectiveness.			*Dir. of Res. & Plng. Provost		
G. Implement the statewide student follow-up system to gather and disseminate information on student job placement and student occupational performance on the job to monitor the effectiveness of the College's vocational programs.			*Provost Dir. of Res. & Plng. School Deans		
H. Implement the State Chancellor's accountability model.			*Dir. of Res. & Plng		

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GOAL 2: Allocate district finances and resources efficiently.

Primary Objectives	Start Date	Compl. Date	Primary Responsibility	Status of Action Plan	Institutional Priority (1, 2 or 3)
A. Build a 5% reserve fund, and review the need for additional reserves to cover insurance, cash flow, and long-term debt obligations.			*Chief Oper. Officer Vice Chanc. A & F		
B. Explore the feasibility of securing additional categorical funding to support categorical programs in order to reduce the level of general funds currently used.			*Chancellor Provost Vice Chanc. A & F Chief Oper. Officer		
C. Establish financial accountability centers by Schools and other units, and implement a review process to ensure that total expenditures do not exceed total revenues in each financial accountability center.			*Chancellor Chief Oper. Officer Provost Vice Chanc. A & F		
D. Improve forecasting of ending balances and instructional hourly accounts.			*Vice Chanc. A & F Chief Financial Off.		
E. Conduct a periodic inventory and appraisal of fixed assets and District assets.			*Vice Chanc. A & F		

GOAL 3: Develop and implement user friendly Management Information Systems.

Primary Objectives	Start Date	Compl. Date	Primary Responsibility	Status of Action Plan	Institutional Priority (1, 2 or 3)
A. Upgrade information systems to allow for better planning and financial analysis, including training for the financial software.			*Chief Oper. Officer Director of ITS		
B. Implement an automated finance and budget system and train staff.			*Vice Chanc. A & F Director of ITS		
C. Complete a requirements and future growth study for computer laboratories. Provide computer users with sufficient training and staff support to allow relatively easy access to information and communications systems.			*Chief Oper. Officer Director of ITS		
D. Upgrade the information system for student services and human resources, ensuring adequate security and storage of personnel records.			*Chief Oper. Officer Provost Vice Chanc. A & F Dir. of Personnel Director of A & R Director of ITS		
E. Integrate Personnel and Payroll systems.			*Chief Oper. Officer Director of ITS		
F. Ensure that ITS (Information Technology Services) personnel receive on-going sufficient education and training to remain current in their fields.			*Chief Oper. Officer Director of ITS		
G. Create accessible net-work-based information services and computer technologies that are state-of-the-art and user friendly.			*Chief Oper. Officer Director of ITS		
H. Implement additional Management Information System packages to complete the College's system, including financial aid software to improve accountability and student service.			*Chief Oper. Officer Vice Chanc. A & F Director of ITS Director of Fin. Aid		
I. Complete a requirements analysis for future administrative networking.			*Vice Chanc. A & F Director of ITS		
J. Complete a requirements and future growth study for voice capacities.			*Chief Oper. Officer Director of ITS		

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APPENDICES

A. MASTER PLAN COMMITTEE MEMBERSHIP

B. SOURCES OF DATA FOR THIS REPORT

APPENDIX A

Master Plan Committee Membership

1993/94

Natalie Berg (A)
Jerry Caldwell (S)
Yvonne Chang (F)
Peter Detrick (A)
Helen Dilworth (F)
Attila Gabor (C)
Robert Gabriner (A)(chair)
Richard Gale (C)
Rita Jones (A)
Laraine Koffman (F)
Frances Lee (A)
Chelcie Liu (F)
Alice Nakahata (F)
Juanita Pascual (A)
David Pilpel (S)
Rodel Rodis (Trustee)
Sharon Seymour (F)
Chui Tsang (A)

Mark Holman (consultant)
Research Staff
Annette Daoud
Pamela Mery

1992/93

Arnulfo Cedillo (A)
Susan Bielawski (C)
Yvonne Chang (F)
Arthur Cherdack (A)(chair)
Robert Gabriner (A)
Richard Gale (C)
David Gallerani (C)
Sandra Handler (A)
Laraine Koffman (F)
Chelcie Liu (F)
Joanne Low (A)
Alice Nakahata (F)
Laurie Rose (A)
Sharon Seymour (F)
Rodel Rodis (Trustee)
Nick Galloro (resource person/Office of Research)

APPENDIX B

Sources of Data

Association of Bay Area Governments (ABAG). *Projections "92: Forecasts for the San Francisco Bay Area to the Year 2010.* Oakland: ABAG, July 1992.

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